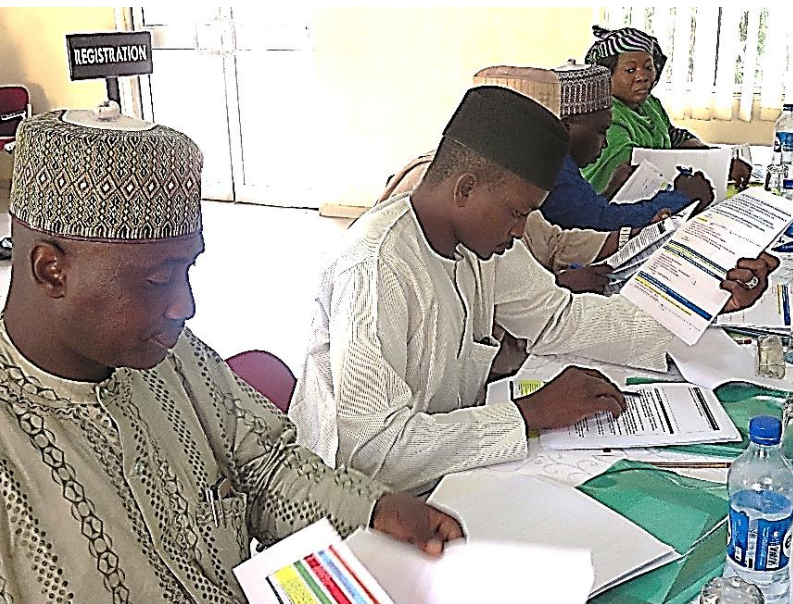




# EDUCATION CRISIS RESPONSE

Project Year Two

First Quarter: October 1 – December 31, 2015



## USAID/EDUCATION CRISIS RESPONSE

Contracted Under AID-620-A-15-00001

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# **EDUCATION CRISIS RESPONSE**

## **Year Two Quarter One Report**

**October 1 to December 31, 2015**

Submission Date: January 30, 2016

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## ACRONYMS

AE	Alternative Education
AGLC	Adolescent Girls Learning Center
ALC	Alternative Learning Center
ASER	Annual Status Education Report
CAN	Christian Association of Nigeria
CC	Community Coalition
CEA	Community Education Assessment
CSACEFA	Civil Society Action Coalition on Education for All
CSO	Civil Society Organization
CPC	Center for Physically Challenged
DFID	Department for International Development
ESD	Education and Social Department
FBO	Faith Based Organization
FGON	Federal Government of Nigeria
FOMWAN	Federation of Muslim Women Associations in Nigeria
FS	Formal School
FY	Fiscal Year
IDP	Internally Displaced Persons
IP	Implementing Partner
IR	Intermediate Results
IQTE	Integrated Qur'anic and Tsangaya Education
JNI	Jama'atu Nasril Islam
LC	Learning Center
LF	Learning Facilitator
LGA	Local Government Area
LGEA	Local Government Education Authority
LMD	Learning Material Development
m, f	male, female
MDAs	Ministries, Departments and Agencies
MEMS	Monitoring and Evaluation Management Services
MOE	Ministry of Education
MOF	Ministry of Finance
MOWA	Ministry of Women Affairs
MTs	Master Trainers
NERI	North East Regional Initiative
NFE	Non-Formal Education
NFLC	Non-Formal Learning Center
NMEC	National Mass Education Commission
OFDA	Office of U.S. Foreign Disaster Assistance
OVC	Orphans and Vulnerable Children
PIRS	Performance Indicator Reference Sheets
PCG	Project Consultative Group
PY	Program Year
RF	Results Framework
RSA	Rapid Situation Analysis

SAME	State Agency for Mass Education
SBMC	School Based Management Committee
SDQ	Strengths and Difficulties Questionnaire
SEL	Social and Emotional Learning
SEMA	State Emergency Management Agency
SGBV	Sexual and Gender Based Violence
STTA	Short Term Technical Assistance
SUBEB	State Universal Basic Education Board
TE	Teacher Education
TWG	Technical Working Group
UBEC	Universal Basic Education Commission
YLC	Youth Learning Center

## PROGRAM OVERVIEW/SUMMARY

### Program Description/Introduction

<b>Program Name:</b>	Education Crisis Response
<b>Activity Start Date And End Date:</b>	October 1 to December 31, 2015
<b>Name of Prime Implementing Partner:</b>	Creative Associates International
<b>Contract/Agreement Number:</b>	#AID-620-A-15-00001
<b>Name of Sub-awardees</b>	1. International Rescue Committee 2. Florida State University
<b>Major Counterpart Organizations</b>	State Ministries of Education (MOE) , State Agencies for Mass Education (SAME), State Emergency Management Agencies (SEMA), State Universal Basic Education Boards (SUBEB), State Ministries of Education, Youth, Women Affairs and Religious Affairs, Civil Society Action Coalition on Education for All (CSACEFA), Federation of Muslim Women Associations in Nigeria (FOMWAN) and 14 Non-governmental Organizations (NGOs) Sub-grantees
<b>Geographic Coverage (cities and/or countries)</b>	Adamawa, Bauchi, Gombe and Yobe states of Nigeria

The Education Crisis Response Project is aimed at expanding access to quality, protective, and relevant non-formal education (NFE) and alternative education (AE) opportunities for internally displaced out-of-school children ages 6-17, in Adamawa, Bauchi and Gombe states.

The project is designed to address the main learning needs of internally displaced children and host learners affected by the crisis in northeast Nigeria by establishing Non-Formal Learning Centers (NFLCs), Youth Learning Centers (YLCs), and Adolescent Girls Learning Centers (AGLCs). These alternative educational opportunities are carried out in church schools, community centers, formal schools (using shift systems where classrooms are overcrowded), and other available alternate learning centers. The project also seeks to collaborate with other implementing partners in the focus states with effective interventions in child protection and safe learning environments. Furthermore, it works within host communities who have taken internally displaced persons (IDPs) into their homes, and in communities where IDPs live in temporary settlement-type housing.

The project improves quality and relevant instructional practices by updating and developing teaching-learning materials for literacy, numeracy, life skills, SEL competencies and psychosocial support services. It recruits, trains, and mentors learning facilitators (LFs) to provide quality instruction and ensures technical working groups (TWGs) are involved in making teaching-learning materials available to NFLCs. The project also generates community support by raising

their awareness to help targeted educational centers (NFE and alternative education learning centers) in providing educational opportunities, improving the value placed on education, and encouraging IDP and host community girls, boys and youth with a way to sustain their education. Education Crisis Response also collaborates with state and local government authorities and civil society to support NFE and alternative education options with a view to ensuring government funding and policy support to sustain and expand non-formal education.

## SUMMARY OF RESULTS TO DATE

Standard Indicators	PY1 Actual 2015	Baseline FY 2015	FY16 Annual Target	Q1 FY16	Q2 FY16	Q3 FY16	Q4 FY16	Annual Target Achieved to date (%)	On Target (Y/N)
# of learners enrolled in primary schools and/or non-school based setting with USG-support* (3.2.1-14)	14,321 (7469m, 6852f);Bauchi 4751, (2509m, 2242f);Gombe 4904 (2521m, 2383f);Adamawa 4666 (2439m, 2227f)	14,321	16,760	209 (115m, 94f)				1.2%	On Target, Learners were enrolled for Quick win program in Yobe
# of new entrants in non-formal learning centers (NFLCs) and alternative education (AE) centers*	14,321 (7469m, 6852f);Bauchi 4751, (2509m, 2242f);Gombe 4904 (2521m, 2383f);Adamawa 4666 (2439m, 2227f)	14,321	16,760	209 (115m, 94f)				1.2%	On Target, Learners were enrolled for Quick win program in Yobe
# of learners receiving reading interventions at the primary or equivalent level** (3.12.1-35)	14,321 (7469m, 6852f);Bauchi 4751, (2509m, 2242f);Gombe 4904 (2521m, 2383f);Adamawa 4666 (2439m, 2227f)	14,321	16,760	209 (115m, 94f)				1.2%	On Target, Learners were enrolled for Quick win program in Yobe
#/% of learners who complete the NFE/AE program *	14,321 (7469m, 6852f);Bauchi 4751, (2509m, 2242f);Gombe 4904 (2521m, 2383f);Adamawa 4666 (2439m, 2227f)	14,321	65%	N/A					Not for this Q
Proportion of students who, by the end of one full year of NFE education (equivalent to Grade 2), demonstrate that they can read and understand the meaning of grade level equivalent text *(3.12.1-27)	32%: Adamawa 28%; Bauchi 36%; Gombe 33%	32%	30%	N/A					Not for this Q
#/% of learners in NFLC/AE & FS who meet or surpass criteria for socio-emotional competency**	69%: Adamawa 97%; Bauchi 50%; Gombe 66%	69%	65%	N/A					Not for this Q
#/% of NFLC/AE learners transitioning to formal schooling (FS)	14%: Adamawa 12%; Bauchi 17%; Gombe 14%	14%	10%	(209) 1.2%				1.2%	On Target, Learners were enrolled for Quick win program in Yobe
% of LF/coaches in NFLC/AEs who meet/surpass performance criteria*	67%: Adamawa 75%; Bauchi 67%; Gombe 63%	67%	65%	N/A					Not for this Q



Standard Indicators	PY1 Actual 2015	Baseline FY 2015	FY16 Annual Target	Q1 FY16	Q2 FY16	Q3 FY16	Q4 FY16	Annual Target Achieved to date (%)	On Target (Y/N)
# of USG supported learning spaces meeting criteria for safe schools program* (3.2.1- 40)	269(100%)	269	65%	4 (2.08%)				2.08%	Learners were enrolled for Quick win program in Yobe
# of teachers/educators/teaching assistants who successfully complete in-service training or received intensive coaching or mentoring with USG support** (3.2.1-31)	464 (342m, 121f): Bauchi 153 (118m, 35f); Gombe 154 (117m, 37f); Adamawa 157 (108m, 49f)	464	466	38 (24m, 14f)				8.1%	Teachers were trained to facilitate at the newly established centers in Yobe
# of textbooks and other teaching and learning materials (TLM) provided with USG assistance ** (3.2.1-33)	L: 14,321 T: 422	L: 14,321 T: 422	L: 16,760 T:466	L 209 T 38				L:1.2% T:8.1%	Learning and instructional materials were distributed for quick program in Yobe
#/% of CSOs/NGOs and CCs supporting and advocating for conflict-sensitive education in NFLC/AE/FSs **	56:14 NGOs (Bauchi 4, Gombe 5, Adamawa 5); 42 CCs (Bauchi 14, Gombe 14, Adamawa 14)	56	CC:52 NGO:19	NGO:32 (Bauchi 7, Gombe 8, Adamawa 8, Yobe 9), CC:47 (Bauchi 14, Gombe 14, Adamawa 14), Yobe 5)				NGO:228% CC:90.4%	On Target. CCs and NGOs continued to support the project and advocate for conflict sensitivity in the communities
# of NFLC/AE/FSs supported by CCs	338 (294 NFLC, 42FS, 2 CPC): (Bauchi: 98 NFLC, 14FS;Gombe: 98 NFLC, 14FS, 1 CPC; Adamawa: 98 NFLC, 14FS, 1 CPC)	338	LC:394 FS: 52	FS: 2				3.8%	On target
# of laws, policies, regulations, or guidelines developed or modified to improve primary reading programs or increase equitable access* (3.2.1-38)	5	4	4	1					On target
# NFLC/AEs supported by project that receive resources from the government	338 (294 NFLC, 42FS, 2 CPC): (Bauchi: 98 NFLC, 14FS;Gombe: 98 NFLC, 14FS, 1 CPC; Adamawa: 98 NFLC, 14FS, 1 CPC)	338	LC:394 FS: 52	2					Quick win program

*Note: The Results Performance Column depicts level of achievement expressed as a percentage of Actual versus Planned.*

## 1. ACTIVITY IMPLEMENTATION PROGRESS

### 1.1 *Project Progress Highlights*

***Year Two Work Plan and Startup Activities in Yobe:*** During this quarter, the project started developing the Project Year Two (PY2) Work Plan (WP) to lay out tasks and activities that need to be accomplished, sustaining and improving upon PY1 accomplishments. Work planning involved relevant stakeholders, implementing partners in project states, all project staff members and technical staff from Creative Headquarters, as well as the International Rescue Committee (IRC). Thereafter, in a similar manner, a one-day state-level work plan workshop was held in each project state - Adamawa, Bauchi, Gombe and Yobe – to review and gather input from stakeholders to address state-specific needs. The PY2 WP was followed by a three-day technical staff summit to deepen understanding of project goals and to review strategies for accomplishing PY2 objectives within given timelines.

***Summary of Community Education and Conflict Assessment (CECA) in Yobe State:*** The project expanded to Yobe on September 1, 2015, with the approval of USAID. While quick-win activities were going on in the two local government authorities (LGAs) of Damaturu and Potiskum (under the implementation of our partners, the Civil Society Action Coalition on Education for All and the Federation of Muslim Women Association in Nigeria (CSACEFA and FOMWAN)), we conducted community education and conflict assessment (CECA) in five selected LGAs of conflict-affected communities.

Yobe CECA employed a mixed methodology, including in-depth interviews (IDI) and focus group discussions (FGD), to assess the changing nature of conflict and the possibility of an education service provision to mitigate barriers affecting access to quality education, notably among out-of-school children and youth. CECA results yielded a set of recommendations that the project will use starting in January 2016 to implement education services for displaced children and youth affected by conflict and host community out-of-school children. Interview data revealed that approximately 30-40% of the internally displaced persons (IDP) population were not enrolled in school, while the community's poorest children lacked education opportunities. Children either work in trade and services to support their families, and/or families cannot afford school fees, uniforms and books. Some communities reported that IDP children were malnourished, lacked shelter, footwear and that girls and younger and older children (beyond the school-age) had limited access to education and training opportunities. Communities have organized security and early warning procedures, but some children and families continue to be afraid of 'traveling' to school for safety reasons. Many schools are damaged, but most communities report that schools are open.



**Picture 1:** Mary-Anne Emmanuel in a FGD with Teachers in Pompomari Community in Damaturu.

**Photo Credit:** Garba Gambo Jawa

***Rapid Community Education and Conflict Assessment (R-CECA) in Borno:*** In response to USAID's request, the project conducted a rapid situation assessment (RSA) in Borno State to ascertain the status and educational needs of IDP children, adolescent girls and youth, including their caregivers, living in host communities and IDP camps in the Maiduguri Municipal Council, Jere, Kaga, Bayo, Kwaya Kusar and Biu LGAs. The assessment revealed that IDP

parents and caregivers wanted to continue education for their children, but they lamented the lack of means to provide for this education. In a similar vein, young mothers also wanted to return to school and/or learn trade and vocational skills.

***Five Focal Local Government Authorities' Selection and Verification in Yobe:*** The project coordinated with government partners and other stakeholders in Yobe to conduct on-site verification visits to LGA communities in Yobe State. The exercise aimed to confirm LGAs and communities with IDPs for project intervention. At the end of the visit, five LGAs – Bade, Damaturu, Geidam (later replaced with Nguru, due to security concerns), Fika and Potiskum – were selected based on criteria determined prior to selection. Two formal primary schools were identified for IDP enrollments in each of the five selected LGAs. It was also determined that 23 learning centers and 24 formal schools would need to be established in Bade and Damaturu, respectively, and 20 each in Fika, Nguru and Potiskum to enroll IDP children and youth from 52 communities (the Bade LGA has 17, Damaturu has 10, Fika has 7, Potiskum has 10, and Nguru has 8 communities).

***Establishing Centers and Enrolling Learners in Yobe:*** Prior to the full take-off of project activities in Yobe's five LGAs, and in consultation with stakeholders, four 'quick-win' centers were established – two in the Model Primary School in Damaturu (implemented by FOMWAN) and two in the Chadi and Mai Umar Primary Schools in Potiskum (implemented by CSACEFA). 209 IDP learners (115m, 94f) enrolled in these schools. The 'quick-win' period was used to rapidly restore hope and the lessons learned will assist in project scale-up to more than 100 centers in the five focal LGAs.

***Training Formal School Teachers in Yobe State:*** 38 (24m, 14f) formal school teachers selected from the 'quick-win' schools were trained to teach reading, mathematics and social and emotional learning (SEL) to heal emotional injuries and restore self-confidence to traumatized children using learner-centered/activity-based and conflict-sensitive approaches.

***Establishment of Community Coalitions in Yobe State:*** To ensure community involvement and sustainability, two community coalitions (CCs) - one each in the Damaturu and Potiskum LGAs - were established. These comprised community-based organizations (CBOs) to support the 'quick-win' activities through sensitization, awareness raising campaigns and resource mobilization in host communities to support schooling in the quick-win communities. CCs developed action plans to address issues and anticipated problems within and around learning centers.

***The Year Two Sub-Grantees Process - Request for Application:*** A competitive Request for Application (RFA) was issued towards the end of PY1 in national daily newspapers requesting applications from local non-governmental organizations (NGOs) to award sub grants to support project activities in the selected 26 LGAs in the four project states. A pre-application meeting



**Picture 2:** Yobe state Education Crisis Response NFE Teacher Education Specialist Rukaiya Ibrahim with learners and teachers of the Mai Umar and Chadi Primary School in Potiskum LGA, during a monitoring visit.  
**Photo credit:** Malama Rukaiya Isa



**Picture 3:** Training Yobe state formal school teachers in quick-win centers.  
**Photo Credits:** Maigari Hamza

was held for all interested NGOs, and grant application guidelines were made available both in hard and soft copies for all interested applicants. (See details under 1.2 implementation status I.R 1.2)

**Assessing and Selecting Sub-grantees:** The project established a technical evaluation committee (TEC) comprised of 16 (12m, 4f) people drawn from government officials and senior technical staff members. The committee reviewed 59 proposals and shortlisted 40 NGOs. 32 (8 each in Adamawa and Gombe, 9 in Yobe and 7 in Bauchi) NGOs sub-grantees (including the Joint Association of Persons Living with Disability) were finally selected and approved by USAID after the pre-award assessment. The successful NGOs will serve as sub-grantees to create and manage all 396 NFLCs by identifying, recruiting learning facilitators, and enrolling learners across the four project states.



**Picture 4:** A cross section of TEC members reviewing proposals from 59 NGOs in Gombe.

**Photo credits:** Chris Ikpe

**NGOs' Capacity Building, Empowerment and Deployment:** The project conducted capacity building training to build the capacities of all 32 awardees (including the Joint Association of Persons Living with Disability) to support project activities in the project states. Orientation/training enabled the project to interact with the NGO sub-grantees and give them first-hand information about project goals, expected roles and responsibilities (See details under 1.2 implementation status - I.R 1.2 (Capacity building, empowerment and deployment) below).



**Picture 5:** Cross section of participants during a group work at the orientation/training in Bauchi.

**Photo credits:** Helen John

**Do No Harm<sup>1</sup> - Working with a Conflict-sensitive Lens:** The project ensured the minimum requirement of being conflict-sensitive in all programming, keeping in mind the impact that education assistance can have in conflict settings. This requires making all decisions with an awareness of how they could affect power relations and inter-group relations that may contribute to conflict. LGA selection in Yobe, selection of IDP children for the second cohort in Adamawa, Bauchi, Gombe and Yobe states, including youth, adolescent girls and physically challenged individuals from diverse religious and cultural settings, engagement of communities in selecting and training LFs in Yobe state, and the locating of centers and forming of CCs were all conducted by various stakeholders in the four states. All manuals and guides developed for the project incorporated the 'Do No Harm' principles (neutrality, impartiality, inclusiveness, respect for culture and customs, accountability, inter-personal skills, conflict-mitigation, peacebuilding and an emphasis on social-emotional competencies in the teaching curriculum). Our centers are centers of peace and children are taught how to socialize, hope for the future, and learn.

<sup>1</sup> A minimum requirement of being conflict sensitive, keeping in mind the impact of education assistance on conflict which requires making all decisions with an awareness of how they could affect power relations and inter-group relations that may contribute to conflict e.g. thinking about whether activities will expose beneficiaries to violence, exploitation or abuse and avoids favoritism, preferential treatment and nepotism.



## 1.2 *Implementation Status*

### IR 1: Increased Availability of Quality and Safe Non-Formal Education (NFE) and Alternative Education Opportunities

#### *Sub-IR 1.1 Establish safe, non-formal and alternative education opportunities*

**Yobe CECA:** Following USAID approval and the selection of focal LGAs for support in Yobe State, the Education Crisis Response conducted a full Community Education and Conflict Assessment (CECA) to map and enumerate formal and non-formal schools, as well as their enrollment areas. A report has been submitted to USAID, the findings of which will inform implementation in Yobe.

**Training Individuals on Data Collection, Analysis and Findings:** A four-day training on ‘how to’ facilitate focus groups, conduct in-depth interviews, take notes and generally observe data collection protocols was given to a total of 28 (19m, 9f) government partners who served as enumerators (8m, 7f) and supervisors (11m, 2f). The data collection methodology consisted of one-on-one in-depth interviews with community members, FGDs, and secondary data collection, together with desk reviews. The fieldwork (data collection) was conducted from September 28-October 4, 2015. Data was collected in all five project LGAs during a three-day visit to each of the LGAs – Bade, Damaturu, Fika, Geidam<sup>2</sup> and Potiskum.



**Picture 6:** Dauda Gombe and Kauma Bura in a FGD with IDP Children (Boys) in Ajiyari Community in Geidam

Data, analysis, and findings reveal that Boko Haram activities have declined compared with previous years. However, Yobe is currently serving an internally-displaced population of approximately 144,000 people. The Yobe CECA revealed that economic and financial constraints explain why most IDP families fail to enroll their children in schools and education programs.



**Picture 7:** Dauda Gombe in a FGD with IDP parents (fathers) in Kafela Community in Geidam  
**Photo Credit:** Peter Fujuno

The uptick in safety and security is recognized in the communities surveyed, which have organized security and early warning procedures in their wards and schools. However, some children and families remain fearful traveling to school, and a minority of families cite security as the reason for keeping their children at home. Some schools remain damaged, but most communities report that schools are open. Unsafe learning environments still exist in some locales surveyed. However, most communities report physically and emotionally safe schools, although children feel less safe at school than at home, given Boko Haram’s targeting of “western education.” The findings also show that approximately 30-40% of the IDP population, particularly the poorest children, are not enrolled in school.

<sup>2</sup> For security reasons, Geidam LGA had to be dropped and replaced with Nguru LGA.

***Rapid Situational Assessment in Borno:*** The project also conducted a rapid situational assessment (RSA) in Borno State. The Borno RSA was meant to inform USAID-Nigeria Mission's decisions about potential project expansion or additional educational activities that support Goal 3 of the USAID's Education Strategy (2011-2015). As was the case in the initial states, FGDs and IDIs were used in data collection. These results will be submitted to USAID in January 2016.

***Setting up Non Formal Learning Centers (NFLCs)/Alternative Education Opportunities for IDPs and Host Learners in Yobe:*** Supporting NFLCs, formal schools and alternative learning centers in Yobe started with advocacy visits to all stakeholders, including: Ministry of Education (MOE), State Universal Basic Education Board (SUBEB), Ministry of Women Affairs (MOWA), Ministry of Youth and Social Development (MYSD), State Agency for Mass Education (SAME), State Environmental Management Agency (SEMA), Local Government Authority (LGA), Catholic Relief Service, United Nations Children Education Fund (UNICEF), Red Cross, United Nations Refugee Agency (UNHCR) and community leaders, for the establishment of quick-win centers by the Federation of Muslim Women Association in Nigeria (FOMWAN) and the Civil Society Action Coalition on Education for All (CSACEFA). FOMWAN and CSACEFA identified three primary schools (1 in Damaturu and 2 in Potiskum) where 210 IDP children (100m, 110f) were identified and enrolled, and received access to continuing education. In PY2 Q2, additional formal schools will be identified, and NFLCs will be established across the five LGAs to enroll an additional 4800 IDPs out-of-school children and youth, including those in host communities.

Learners at the quick-win schools, Mai Umar and Chadi Primary Schools in Yobe, continued to receive daily meals from the project. In addition, the project distributed academic material support to the learners, including a uniform, a pair of socks and sandals, a school bag, English primers and Hausa readers, exercise books and pencils.

While in Adamawa, Bauchi and Gombe (ABG) States, CCs across the three project target areas expressed a commitment to continue mobilizing communities to keep the centers open and active for when the second round of sub-grantees are brought on board. Enrollment strategies for the second cohort of learners and the retention of learning facilitators were also discussed during meetings. In an interactive discussion session, the groups reviewed their action plans for PY1, identified lessons learned and came up with strategies for better performance in PY2, including strengthening their role of monitoring and supervising learning centers, facilitating community dialogue, creating project awareness, and identifying and prioritizing community needs, as well as advocacy and sensitization. They see their role as crucial to implementing the Education Crisis Response and NFE in general.



***Strengthening NFLCs in the Adamawa, Bauchi and Gombe states- the ABG states:***

The project established 296 non-formal learning centers in ABG States. Meetings were held with CCs to verify those centers in PY1 that will still be supported in PY2, as well as to identify communities with IDPs to participate in the program for PY2. Advocacy visits were paid to 21 LGA projects and the communities to solicit buy-in for successful implementation of the project in PY2. CCs and NGO sub-grantees identified learning spaces using data from the CCs and other stakeholders. The national partners – CSACEFA and FOMWAN – collaborated with the PY2 NGO sub-grantees to verify these centers. Due to project flexibility, some centers were maintained, whereas others were moved to new communities within the LGAs due to the limited number of IDPs where centers had been opened in PY1.



**Picture 8:** Education Crisis Response staff consulting the community leader of Gokaru in Alkaleri LGA of Bauchi.

**Photo credit:** Musa Adamu

***Do No Harm:*** The project continued to uphold the ‘Do No Harm’ principle across the established learning centers by incorporating SEL and psychosocial activities in the centers, providing counselling for all children, and offering sensitivity training to all LFs. Interpersonal skills and social emotional competencies will be reviewed, developed and improved upon in the teaching of core subjects. Center activities will be age-appropriate and culturally sensitive to the different groups of learners. The dominant local language, Hausa, is continuously used in the learning centers, to reach all IDPs from similar linguistic regions. In addition, recreational activities will be incorporated into various schools and program centers. The project will continue to sensitize parents of pupils about the importance of attending school. The project will also continue to train and engage community coalition members to support the implementation of the community action cycle and the preparedness response plan, as well as to monitor early warning signals. The ‘Do No Harm’ principle was integral to grantee orientation, and included a focus on inclusion and transparency. The selection and screening of LFs in Yobe, via a written test, was conducted in close collaboration with communities, CCs, and grantees, thereby reducing the risk of favoritism. Although the project is focused on IDPs, children of the host community were also provided the opportunity to access these centers to avoid stigmatization of the IDPs, and to ensure that the centers promote the inclusion of IDP children and host community children. Educational opportunities provided by the project gave girls and boys a greater sense of confidence and an increased ability to cope with adversity and recover from distress.

***Coordination:*** The M&E team coordinated with the Safe School Initiative (SSI) on their tools in various assessments conducted during the quarter; as well as with the Colleges of Education and Universities in the United States, the National Mass Education Commission (NMEC), SAME, SMOE, and SUBEB. All these institutions have staff representation in planning, training and collecting data for all our assessments. In the same vein, State ministries departments and agencies (MDAs), civil society organization (CSOs), faith-based organizations (FBOs), and CC members served as key partners for identifying and enrolling IDPs, as well as providing structure for use as non-formal learning centers (NFLCs).

The project will continue to, through the established NFE-technical working group (TWG), conduct quarterly technical meetings with all relevant stakeholders. These meetings serve as a vehicle for disseminating good practice in implementing NFE services for IDPs and host

learners, thereby promoting enrollment in alternative learning program (ALP), adolescent girls learning centers (AGLCs), and youth learning centers (YLCs) learning options to improve current and assist future NFE providers in each LGA. At the national level, the project will continue to work closely with CSACEFA and FOMWAN to serve as mentors to the sub-grantees given their experiences at the national level and in managing the ‘quick win’ centers established at the launch of the project.

***Collaboration:*** The project liaises with all relevant state partners to present project progress and challenges. The ERC team collaborates with Ministry of Budget and Economic Planning to convene stakeholder meetings to address issues that require a collaborative approach.

The project, in collaboration with state and local government partners and CSOs, continues to hold regular meetings through TWGs and initiates continuous, multi-level support for NFE and alternative education options. The already established Project Consultative Group (PCG), TWGs, and their related CSOs continue to explore opportunities for transition plans to increase state and local government financial support to NFE.

In a collaborative effort, the project conducted a Project Consultative Group (PCG) meeting to inform members of Education Crisis Response project status, and presented developed materials for approval by the state government under the Ministry of Education. Developed manuals include: the Master Trainers Guide, the Facilitators Guide, Coaching and Mentoring Handbooks, the Community Coalitions Handbook, and Scope and Sequence and Enhanced NFE Curriculum. These manuals ensure qualitative learning efficacy in established NFLCs.

The project will continue to generate coordination and dialogue, engaging relevant community stakeholders and education authorities in the pursuit of project objectives. The Education Crisis Response will regularly seek consent from government partners in all project activities in order to facilitate and encourage project support.

### ***Sub-IR1.2 Integrate ALPs for core academic subjects, life skills, and socio-emotional learning (SEL) services into NFE and alternative learning programs***

***Establish NFE Technical Working Group (TWG) and Learning Material Development Group (LMDG) in Yobe:*** The NFE-TWG was established in Yobe with 21 (17m, 4f) members in attendance. The NFE-TWG was inaugurated by the permanent Secretary of Education for Yobe, who was represented by the Ministry’s Technical Director, Alhaji Saleh Ahmed Jigawa. The group’s chair is the Executive Secretary of SAME and includes members from MDAs, such as the MOE, SAME, SUBEB and representative from academia, such as the College of Education, Gashua.

***Year Two Small Grants Program- for 32 NGOs - RFAs for Project Year Two Released:*** On September 23, 2015, 30 days after the RFA announcement and publication in daily newspapers, submissions for proposals closed. A total of fifty-seven (57) applications were received: 16 from Adamawa, 13 from Bauchi, 16 from Gombe, 10 from Yobe, and two from the Joint Association of Persons Living with Disability in Adamawa and Gombe States. The proposals were aimed at setting up and managing NFLCs, CCs, AGLCs and YLCs in the project’s 26 focal LGAs.

**Table 1: Number of applications received by State**

S/N	State	No. of Applications	%
1	Adamawa	17	30
2	Bauchi	13	23
3	Gombe	17	30
4	Yobe	10	17
	<b>Total</b>	<b>57</b>	<b>100</b>

**Assessing Sub-grantees' proposals:** Scoring was conducted by the Technical Evaluation Committee (TEC), comprised of a representative of the Finance and Grants Director, the Non-Formal Education Advisor, and the Community and NGO Mobilization Coordinator. Scoring was done through a transparent process, in collaboration with key government partners from the MOE, SAME, SUBEB, the National Teachers' Institute, the Teachers' Registration Council of Nigeria (TRCN) and SEMA. This increased sustainability and buy-in, and promoted process ownership by MDAs.

Applications were scored based on a point system devised from the grant application format used in the Bauchi and Adamawa centers. Bauchi, Gombe and Yobe applications were scored in Gombe, whereas Adamawa applications were scored in Yola, with trained scorers drawn from Education Crisis Response project staff and government partners. After a careful review of all proposals, the TEC short-listed 10 NGOs in each of the four states for pre-award assessments.

Based on the outcome of the pre-award assessments, nine out of ten NGOs met the minimum eligibility requirements (70% and above) for the award in Adamawa, eight out of ten met the requirements in Bauchi and Gombe, and all ten NGOs met the requirements in Yobe. A total of 32 NGOs (7 applications in Adamawa, Bauchi and Gombe, 8 in Yobe, and 3 Joint Associations of People Living with Disability) were recommended for funding. After due diligence, USAID agreed and approved the Education Crisis Response to work with these NGOs.

**Capacity Building, Empowerment and Deployment:** Given USAID approval, the project held a four-day capacity building for 32 sub-grantees and two partners (CSACEFA & FOMWAN) on project goals, expected targets and deliverables and implementation strategies. Topics addressed during the orientation/training were: an overview of the Education Crisis Response, the 'Do No Harm' principle, Social and Emotional Learning, grant management, procurement (documentation), efficient management of NFLCs, maintaining center records (timetables, log books, attendance registers, health books, visitor's books, and inventory, etc.), M&E tools, and weekly and monthly reporting templates. The training was highly participatory, as participants were fully engaged in group work and discussions on practical applications of the treated topics. This accorded them in-depth knowledge on how to manage activities at NFLCs, Girls Learning Centers, AGLCs, YLCs, and FSs. The NGO sub-grantees have already been



**Picture 9:** The Technical Evaluation Committee and government officials at the Adamawa and Bauchi NGO assessment.

**Photo credits:** Ibrahim Abdul and Helen John



**Picture 10:** Sub-grantee participants at the capacity training in Bauchi

**Photo credits:** Chris Ikpe

mobilized in the field.

**Table 2: Names of approved YR2 NGOs by state and LGA deployment.**

<b>A</b>	<b>Adamawa Selected NGOS</b>	<b>LGA Deployed</b>
1.	Christian Faithful Fight Aids in Nigeria (CFFAN)	Numan
2.	MIYA Mother Association	Song
3.	Center for Health & Development in Africa (CHEDA)	Fufore
4.	Restoration of Hope Initiative	Girei
5.	Resolve (PARE)	Yola South
6.	Horn of Hope and Community Development of Nigeria (HOHVIPAD)	Shelleng
7.	Majesty Community Rural Development	Yola North
8.	Nigeria Association for the Physically Challenged - Adamawa	Yola North
<b>B</b>	<b>Bauchi Selected NGOs</b>	<b>Proposed Locations (LGA)</b>
1.	RAHAMA Women's Development Program	Bauchi
2.	Association for Orphans and Vulnerable Children NGOs in Nigeria (AONN) Bauchi State	Alkali
3.	Muslim Aid Initiative Nigeria (MAIN)	Toro
4.	African Community for Environmental Health Initiative (ACE-HI)	Dambam
5.	Development Exchange Centre	Ganjuwa
6.	Women's Empowerment Initiative (WEIN)	Itas- Gadau
7.	Reproductive Health Initiative And Support Association (RHISA)	Gamawa
<b>C</b>	<b>Gombe Selected NGOs</b>	<b>Proposed Locations (LGA)</b>
1.	Gombe Anglican Diocesan Development Initiative (GADDI)	Gombe
2.	Care for Life (CFL)	Yamaltu Deba
3.	Doma Education Development Foundation	Dukku
4.	TEENAGERS EMPOWERMENT INITIATIVE (TEMIN)	Shongom
5.	Kishimi Shelter And Care Foundation	Balanga
6.	Malam Sidi Progressive Association (MPA)	Kwami
7.	Lawanti Community Development Foundation	Akko
8.	Nigeria Association for the Physically Challenged - Adamawa	Gombe
<b>D</b>	<b>Yobe Selected NGOs</b>	<b>Proposed Locations (LGA)</b>
1.	Pioneers Reproductive Health and Youth Association Misau (PREHYA)	Potiskum
2.	Initiative for the Development of the Needy, Orphans, Less Privileged and Widows (INOL)	Fika
3.	North East Youth Initiative Forum (NEYIF)	Bade
4.	Herwa Community Development Initiative	Nguru
5.	Taimako Community Development Initiative	Damaturu
6.	Communal Support Foundation of Nigeria (COSFON)	Damaturu
7.	Geidamjin Foundation	Nguru
8.	Yobe Society for the Care of Widows, Orphans and the Disabled	Potiskum
9.	Nigeria Association for the Physically Challenged - Damaturu	Damaturu

With the materials developed during PY1 (enhanced NFE curriculum and work scheme, as well as the Trainers' Guide and the Facilitators' Guide), the project adapted existing teachers' guides, psychosocial manuals and other materials used by Creative Associates International under the Northern Education Initiative (NEI), as well as the guidelines for SEL Healing Classrooms that were developed by IRC for use in NFE centers. In coordination with the LMDG, teaching materials were produced, such as curriculum, scripted lessons, and instructional guides to teach life skills and other subjects in conflict areas. Guides such as the IRC's Healing Classroom Handbook were utilized for training programs for the learning facilitators. The SEL component, along with psychosocial support activities, has also been introduced into the NFLC Short-Term Technical Assistance (STTA) provided by Florida State University, which facilitated materials developed, as well as IRC conflict and curriculum experts.

To ensure a safe and protective environment in the NFE centers, the NFE-TWG established safety benchmarks. The project convened experts to adapt existing national and local NFE benchmarks created by the Federal Government of Nigeria (FGON) to effectively integrate formal subjects into Integrated Qur'anic Education (IQTE) options, and enhanced them by adding safety parameters. To open a dialogue with state-level LGA actors, the existing NFE benchmarks were used as a reference and adapted to establish final benchmarks that set standards for safe learning environments for IDP children. These benchmarks included measures to: ensure that children are free from victimization and sexual exploitation by their peers and community members; establish teachers' codes of conduct and facilitators' remuneration; define facilitator-learner ratio, contact hours, and the language of instruction, as well as the delivery method. School-wide rules and positive discipline procedures were also adopted. Awareness was raised among mothers, parents, elders and other relevant community actors so that these stakeholders will become responsible for implementing benchmarks. All non-formal centers, engaged CSOs, NGOs, and government agencies will be trained on understanding how to incorporate these benchmarks into program activities and how to monitor compliance.

Furthermore, to ensure a safe and secure environment in the NFE centers, IRC organized a three-day training from December 16-18, 2015 to discuss the wraparound component, which includes early warning signs and security measures around the learning centers, child development, school counselling, constructive project relationship, referral pathways, communication on the project, incident reporting and ways/strategies for achieving project goals and objectives.

The training workshop equipped participants, especially wraparound advisors for Adamawa, Bauchi, Gombe and Yobe States, to creatively explore ways to apply a gender lens to the wraparound services at the learning centers to improve educational outcomes. Training participants included the Project Director, the Adamawa State Team Leader, Non-Formal Education Advisors, Teacher Education Advisors, Wraparound Service Advisors, Education Officers, Assistant Education Officers and ECR's national partners (FOMWAN and CSACEFA). The Federal College of Education Yola and IRC Health, Child Protection, and the Security Sectors facilitated these lectures.



**Do No Harm:** The ‘Do No Harm’ principle was applied transparently in the assessment process and the advertisement was published in the national daily newspapers so that all eligible applicants could participate. The project established safe and protective NFLCs that adhere to culturally appropriate principles. The Master Trainers upheld the ‘Do No Harm’ principles (neutrality, impartiality, inclusiveness, respect for culture and customs, and accountability) in all of their work. IRC also trained these Master Trainers on how to build interpersonal skills and social-emotional competencies into the teaching curriculum. In turn, LFs, Mentor Teachers and FS teachers were trained on how they could apply these principles in their teaching. CCs were also trained on how to ensure that ‘Do No Harm’ principles are observed in the NFLCs.



**Picture 11:** Project Director presenting a general overview of the Education Crisis Response

**Photo credit:** Idris m. Lawal

**Coordination:** Education Crisis Response and state partners teamed up effectively to assess applications submitted by the applicants (NGOs). The participating state partners include the MOE, Women Affairs, SUBEB, and SAME in the four project states. Furthermore, the project collaborated with state and local governments and UNICEF/SEMA to adapt and utilize their instruments for IDP mapping; and adopted some of their findings appropriate for support to IDPs in NFLCs. CSOs trained enumerators and advocated to mobilize communities for the initial assessment. Education Crisis Response worked with NMEC to obtain their revised copy and adapt the national benchmark on NFE and IQTE, in line with assessment findings in each of the states.

The project worked closely with CSACEFA and FOMWAN to mentor the sub-grantees and reflect upon their experiences managing the seven quick-win centers established in Q2 PY1. The NFE opportunities offered through this project continue to be bolstered by IRC’s Child Protection team, which provides child-friendly services to the centers, including the provision of child healing spaces close to the center or within the same structure in four out of the seven focal LGAs in Adamawa state. The Child Protection team also distributed NFIs to new cohorts of learners who are enrolled within Education Crisis Response NFLCs. This was the result of efforts made by the education sector to focus on child protection programs to support learners. Items distributed include: two belts of used clothes, 170 footballs, 200 sanitary pads, 200 plastic combs, 124 jars of petroleum jelly, 200 nail clippers, 122 bars of washing soap, 80 hygiene kits, 50 hand towels, 62 soft balls, 96 toothbrushes, 50 tubes of toothpaste, 200 pairs of sandals, and 200 bars of bath soap.



**Picture 12:** Dignity kits received from child protection for onward distribution to learners.

**Photo credits:** Idris Lawal

## **IR.2: Improved Quality of Instruction in NFE and Alternative Education Programs**

**Sub-IR2.1: Increase the number and improve the capacity of LFs to provide literacy, mathematics, and life skills instruction, as well as SEL services**

**Training FS Teachers in Yobe during Quick-Win Activities:** In Yobe, master trainers (7m, 2f) were drawn from colleges of education and MDAs based on areas of specialization (languages, mathematics, education and social studies, etc.), as listed below.



Master trainer name	Designation	Organization
<b>Kauma Bura</b>	Chief Statistics Officer	SUBEB
<b>Mallam Saleh Jigawa</b>	Director Sc. & Tech.	MOE
<b>Liman Madi</b>	H.O.D. Material Development	SAME
<b>Dr. Abubakar T. Dagoli</b>	(Mathematics)	FCE Potiskum
<b>Mrs. Ramatu M. Tinja</b>	(Hausa)	FCE Potiskum
<b>Mrs. Lami F. Babare</b>	(English)	FCE Potiskum
<b>Sulaiman Mohammed Kachalla</b>	Mathematics Department	COE Gashua
<b>Patrick Agbara Damusa</b>	Engineering Department	COE Gashua
<b>Adamu Ago</b>	Hausa Department	COE Gashua

Yobe state training of teachers in three quick win formal schools of Damaturu and Potiskum LGAs was conducted from October 26-28, 2015. Participants included 38 formal school teachers (24m, 14f), all drawn from Damaturu and Potiskum Local Government Education Authorities (LGEAs). Two government officials from Ministry of Youths and Sport, Social and Community Development and the State Ministry of Education of Yobe also participated.

The three-day training introduced formal school teachers to new concepts of literacy (reading), numeracy and social and emotional learning (SEL). They also reviewed the content, structure and strategies contained in the Education Crisis Response Facilitators' Guide, to enhance their competencies on the use of scripted lessons for reading, numeracy and SEL and learn their roles and responsibilities in facilitating instruction through the Education Crisis Response approach. Based on the training received, teachers were well-prepared to handle IDP learners using a more learner-centred teaching approach and the 'Do No Harm' principle.



**Picture 13:** Group photo of FS teachers from quick-win schools, Yobe with Education Crisis Response staff after the training.

**Photo credit:** Hauwa Gwary



**Picture 14:** FS teachers at an SEL simulation during training.

**Photo credit:** Hauwa Gwary

**Technical Working Group (TWG) Established in Yobe:** The project established all necessary technical working groups in Yobe to maximize government buy-in and project sustainability. The NFE-TWG was inaugurated in Damaturu, Yobe on November 4, 2015. Other TWGs were formed out of the NFE-TWG, including: Teacher Education (TE) and Learning Materials Development (LMD). The technical working groups were drawn from MOE, SAME, SUBEB, MOWA, the Ministry of Youth and Sports, CSACEFA and FOMWAN, and other NGOs. The NFE-TWG was inaugurated by the Permanent Secretary of the MOE, Yobe State. The executive secretary of SAME served as the chairman of the TWG, with members from line MDAs and academia also acting as members.

### ***Sub-IR2.2 Establish a coaching/mentoring system to support LFs in NFEs and ALCs***

Training for Local Government Education Authority (LGEA) supervisors are planned for the next round of LF training. Following the training the LGEA supervisors will serve as Mentor Teachers.

### *Sub-IR2.3 Develop/adapt and distribute quality teaching and learning materials in NFEs and ALCs*

**Desktop review of the Trainers' Handbook and the Facilitators' Handbook:** In preparation for opening 396 centers in January 2016, the project worked with Florida State University (FSU) and other technical advisors to revise the Trainers' Handbook and the Facilitators' Handbook to ensure that the content is enriched with findings from learning and SEL assessments, and that it reflects cultural dynamism and the changing nature of conflicts in targeted communities. Lessons learned in PY1 by observations from master trainers, learning facilitators, mentor teachers and other stakeholders during training sessions in workshops and classrooms informed the review of these manuals. In addition, the Facilitators' Handbook was successfully translated into Hausa and produced for PY2 use.

**Additional learning materials procured from program funds:** Teaching and learning materials have been procured for distribution for PY2 learners who will participate in the program across the three project states of Adamawa, Bauchi and Gombe. The procured learning materials will assist learners and bring about desired learning outcomes. The table below shows the materials procured for distribution to the learners.

#	Materials	Quantity
1.	School Bag - Backpack	14,800
2.	Literacy/Early Readers (English) - Working with Phonics - Book 1	9,900
3.	Football for Children	756
4.	Jump Ropes for Children	888
5.	Instructional Charts - The A-Z Alphabet with Illustrations	888
6.	Instructional Charts - The Numbers 1-100 in Words & Letters	888
7.	Card Board Paper (Assorted Colors - White, Yellow, Sky Blue & Pink in 100 unit packages)	28
8.	HPI Pen/Biro - Blue or Equivalent	12,600
9.	Pencil Eraser - White or Equivalent - Medium	44,400
10	Pencil Sharpener - Blue or Equivalent	44,400
11	Pencil - 2B or Equivalent	44,400
12	Exercise Book - My Exercise Book or Equivalent (40 pages) - English	88,800
13	Chalk Board - Black	30
14	School Chalk - White (boxes)	1,480

**Learning Materials Procured by Sub-Grantees:** FOMWAN and CSACEFA, in collaboration with ECR, purchased learning materials for 220 IDP learners in the three FSs. The learning materials per child include a set of books covering core subjects (including English, mother-tongue, social studies), exercise books, pencil, rulers, school bags and set of uniforms. Each child received materials worth over ₦7,000 (approximately \$35). The teaching-learning materials, and the set of uniforms and bags, have improved learners' lives and reduced the sense of inferiority that they often feel in mainstream schools.



**Picture 15:** Textbooks purchased by CSACEFA with project funds for the Chadi Primary School, Potiskum –  
**Photo credit:** Baba Shehu

In Yobe state, the LGEA and CC members in Damaturu donated 110 copies of basic science textbooks to all 110 learners in the 'quick-win' school – the Model Primary School in Damaturu. The textbooks, valued at ₦165,000 (\$838), will not only augment the previous supply of English primers, Mathematics and Social Studies textbooks from the project through FOMWAN, but will also improve learners' science education.

***Learning Materials Leveraged from State/LGAs and Communities:***

Education Crisis Response leveraged learning and instructional materials valued at ₦305,630 (\$1,536) from the Alheri Model School, Gombe – (₦40,640; \$204), AGLOW Ministry International, Gombe – (₦28,920; \$145.33) and FOMWAN, Gombe chapter - (₦335,470; \$1,685.60) to support 18% of 3,550 learners (1812m, 1738f) mainstreamed into formal schools in Gombe – see appendix section for details.

***Do No Harm:*** The textbooks and exercise books purchased and distributed to learners were not discriminatory and were shared equally among enrolled learners (boys and girls).

***Collaboration:*** As part of the support received towards implementing the Education Crisis Response in Adamawa state, the project has seen the construction of temporary classroom through support received by the IRC/ECHO Children of Peace Project, a project which supports Education Crisis Response activities in Adamawa State, ensuring that learners receive quality, safe and secure education. This construction is aimed at providing a conducive environment to learners during teaching and learning activities. The project also supported Education Crisis Response with chalk boards, mats and school bags.

Education Crisis Response collaborated with the North East Regional Initiative (NERI) to support learners with learning materials. NERI provided 680 desks to 40 learning centers in the four LGAs of Numan, Girei, Shelleng and Fufore – 140 desks to each LGA. The distribution was carried out at the Adamawa SAME, where the Executive Governor of Adamawa state, represented by his Deputy, Mr. Martins Babale, the Honorable Commissioner for Education, and permanent secretaries of the MOE and the Economic Planning Commission attended. Also in attendance were the Deputy Director of SAME and staff members. The State Governor appreciated the effort of NERI and Education Crisis Response to provide what would have been the responsibility of the state and the promise to give support to ensure that the project is sustained.



**Picture 16:** Text books purchased by the project for distribution to IDP learners of the Model Primary School, in collaboration with LGEA Damaturu.

**Photo credit:** Hauwa Gwary



**Picture 17:** Support received from NERI by Education Crisis Response

**Photo credit:** Ibrahim Abdu



**Picture 18:** Sample of Temporary learning space provided across learning centers in Focal LGAs

**Photo credit:** Ibrahim Abdul

### IR.3 Increased Community Engagement and Support for Schooling in Targeted NFE communities

#### *Sub-IR3.1 Increase awareness of the importance of schooling, and non-formal and alternative education opportunities*

**Sensitization Campaigns Conducted:** In conjunction with government partners, Education Crisis Response conducted familiarization visits across the four project states to introduce sub-grantees to key stakeholders in LGA councils and communities. During the visits, royal fathers or traditional leaders and community leaders, LGA council chairmen, education secretaries, and education and social development (ESD) department officials, gave their blessings for ECR's success in PY2 and prayed earnestly for the prosperity of the project's funders. They expressed a readiness to support the sub-grantees, who have already begun establishing learning centers in the host communities to realize PY2 goals.



Picture 19: Education Crisis Response team introducing the sub-grantees to the community leader of Sabon Kariya in Ganjuwa LGA of Bauchi.  
Photo credit: Musa Adamu

“We wish the USAID Education Crisis Response great success; we shall support it with all our might to see that it succeeds! It is a known fact that we have longed for this opportunity. It is a known fact that our children, even before the insurgency, are not going to schools due to poverty and ignorance. But this time around, with ECR, I will ensure that all our school-aged children and both IDP and host community children are enrolled in schools and centers. We wish USAID Education Crisis Response success, we shall support it with all our might”

**Alhaji Baba Maidugu, District Head of the Pompomari community, Damaturu LGA, Yobe state**

The Emir of Bade, who described the project intervention as ‘timely and noble,’ urged support from all: *“This is a good and noble project, let’s do what is good for us.”* A series of sensitization campaigns and advocacies through meetings and visits was carried out by FOMWAN and CSACEFA to increase stakeholder buy-in. Compound meetings with mothers and caregivers were held and visits were paid to emirs to seek their blessing and support. Thus, this is the basis behind the successes recorded in Yobe State, as emirs and community leaders showered words of blessings and support on the program. Below are the words of support and goodwill from community leaders and IDP mothers and caregivers during sensitization in Damaturu.

FOMWAN conducted a place-based sensitization visit in two communities in Bauchi state (Itas/Gadau and Gamawa LGAs), and one compound meeting with mothers and caregivers was conducted in Bauchi and Adamawa. The place-based and compound meeting solicited continued support for these



Picture 20: Education Crisis Response staff in a photo with the Emir of Damaturu Alh. Shehu Hakimi II Ibn Umar El-Kanemi.  
Photo credit: Hauwa Gwary

“We are in total support! Please come quickly. We want this support; please come to our aid, we shall rally round you as you come to help us achieve our goal, to remove the scourge of illiteracy in us and in our children, and to develop us fully.”

**Voices of IDP mothers during compound meeting at the Commissioners Quarters, Damaturu.”**



stakeholders, especially for PY2 cohorts.

Furthermore, FOMWAN collaborated with NGO sub-grantees to conduct familiarization visits to LGEs and community leaders in Adamawa, Bauchi and Gombe States in all the focus LGAs (with respect to new center establishment).

**CCs Established:** To strengthen community engagement and support for school, the project conducted two separate meetings with the CCs. The first was on November 12, 2015 at the Yola North labor house. The meeting focused on reviewing the CC's Community Action Cycle (CAC) and identifying their challenges in implementation. Some of their difficulties include: the inability of the sub-grantees to coordinate properly with the CCs, and the inability of the CCs to open bank accounts so that their action plans will be supported by the sub-grantees. IRC would support CCs in tackling these challenges. The second meeting, held at CPS Fufore, also intended to review CC's CAC. Similar challenges reported in the Yola North CC were brought forward. One of the recommended measures was to observe monthly meetings organized between the sub-grantees and the CCs to ensure proper coordination between the CCs and the sub-grantees. It was also resolved that once the CCs were able to liquidate their expenses, as appropriate, the sub-grantees should reimburse the CCs, even if they do not have bank accounts.

Also in Yobe, two CC structures were established in each of the five LGAs of Bade, Damaturu, Fika, Nguru and Potiskum. Each structure comprised at least 10 members from different CBOs that exist in the host communities. The CCs will not only use the CAC to mobilize resources among members of the host communities to support the needs, assist the sub-grantees in monitoring and supervising learning activities and conditions, as well as compliance with the 'Do No Harm' principles in the centers, but will also watch over the centers by applying concepts of the early warning system (EWS) to identify and minimize security risks. Ten CCs have been established across the five LGAs (2 per LGA).

**Training CC master trainers:** The project held a three-day capacity building for 10 CC master trainers, including the two national partners (CSACEFA & FOMWAN). Participants were drawn from MDAs and NGOs. The workshop built the capacity of the critical mass of master trainers to implement CC initiatives and train them to use the CAC to develop action plans for increasing the access of children of the IDPs and host communities to formal, non-formal and alternative education in their local communities. Participants were taken through the training modules that included the SEL component, Conflict Sensitive Education, Early Warning signs, Community Mobilization, the CC Formation Process, CAC Methodology, Working in Partnership, and Facilitating Skills. A total of 10 people (6m, 4f) were trained. The master trainers will cascade the training down to the 10 newly formed CCs in five Yobe LGAs who will be supported in developing CC-led action plans to support their children's education.



Picture 21: IDP mothers in a discussion with FOMWAN program officer.

Photo credit: Ya Goje Kadim



Picture 22: Meeting with CBOs to form CCs in Fika LGA.

Photo credit: Baba Shehu



Picture 23: Cross section of participants at the training.

Photo credit: Alhaji Baba Shehu

### ***Sub-IR3.2 Strengthening or Activating Community Education Support Groups and Committees***

***Activated and Strengthened Community Education Support Groups - CSOs:*** CSACEFA and FOMWAN worked with project sub-grantees and CCs to sensitize communities and expand their understanding of the importance of access to learning and equal opportunities for all children. The sensitization was done both on the demand- and the supply-side where education secretaries, head teachers and IDP parents were informed of how to mainstream IDPs into formal schools (FSs). FOMWAN conducted a place-based sensitization visit to communities in eight project communities. Compound meetings with mothers and caregivers were conducted in collaboration with LGA gender and ESD officers to discuss NFLCs girls' enrollment, minimum NFE benchmarks, etc. The meetings were also used as avenues to discuss matters arising in project implementation and to gain the support of traditional leaders and the community.

To further strengthen community support groups and committees, the project carried out a three-day training on the roles and responsibilities of school-based management committees (SBMCs). Held in three clusters in Numan, Song and the Yola North LGA from December 10-14, 2015, the training was designed to raise awareness of the roles and responsibilities of SBMC, based on the need for SBMCs to live up to their expectations and to play a key role in resource mobilization, support to schools, and the provision of a safe environment. 156 participants attended the workshop (140m, 16f), including head teachers, teachers, PTA members from mainstream schools and the education secretaries of the LGAs. Also present at the meeting were the Permanent Secretary of the MOE, the Executive Secretary of SAME and the NTI Coordinator.

***Do No Harm:*** The place-based advocacies and the compound meetings conducted with different stakeholders enshrined the 'Do No Harm' principle. Given the peculiarities and the nature of our communities, sensitizations/advocacies conducted for diverse groups who are project stakeholders ensured that everybody was carried along. The mainstreaming of learners from the NFLCs to FSs was done by CCs in a non-discriminatory manner. Equal opportunity was given to both those boys and girls who met mainstreaming criteria.

***Collaboration:*** In the place-based sensitizations and compound meetings conducted, the project collaborated with LGA chapters of FOMWAN, who assisted in making contact with traditional leaders. The project also collaborated with the CCs at the LGA-level during sensitizations to provide first-hand information on the status of project implementation in the communities, especially to traditional leaders.

In a cooperative effort to strengthen community education support groups, IRC participated in an Education in Emergency (EiE) meeting on November 5, 2015. Chaired by the Honorable Commissioner of Education and a consultant from UNICEF, the meeting intended to determine a coordinated response to educational issues in emergency situations. The consultant from UNICEF emphasized the need to meet on the first Thursday of every month, and the meeting forged ahead with staff from individual organizations, international NGOs, CSOs and MDAs providing information on their key achievements and future plans. Key areas were identified and those organizations' providing the same services were asked to build synergy with one another to avoid the duplication of services. Organizations were advised to come up with detailed plans for activities at the proposed meetings to achieve greater success.



### ***Sub-IR3.3 Establish Community-implemented Support Programs for NFE or ALCs***

The project has collaborated with SAME and SUBEB, to organize a support group and offer training sessions on national benchmarks and other education policies approved by the FGON for CCs, and CSOs, allowing for full understanding of the current support for NFE at the national level. This has helped guide the NFE elements of the project for IDPs and for host community learners benefitting from the project. The project also initiated discussions on community education assessment (CEA) and conflict analysis, so that concrete information on the origins, languages, learning needs and profiles of the IDPs can be obtained. Additionally, support for reducing tension between the IDPs and host community learners focused on mitigating any existing problems and/or preventing conflict between the two groups and communities.

**NFE Support Program:** To strengthen support among partners providing non-formal education services in project states, in Gombe and Adamawa state, the project collaborated with SAME to organize a familiarization meeting with all partners. The aim was to introduce Education Crisis Response and its operations and also identify areas of synergy, which will in turn provide convergence to IDP support programming. All stakeholders providing NFE services were present.



**Picture 24:** Place-based Advocacy in the Ribina Toro LGA of Bauchi  
**Photo credit:** Aisha Aminu

**Alternative Learning Center (ALC) Support:** ALCs were supported by the CECA, in consultation with community structures; this included literacy, mathematics, SEL competency building, and psychosocial support as a starting point. State-specific needs were contextualized and activities relating to youth-focused skills in conflict mitigation, peace-building and other ways to improve intra-personal relations among groups in these more conflict affected communities were integrated into programming activities. Moreover, the JNI and CAN religious network and inter-faith forums were consulted for appropriate skills, the location of activities and other advice.



**Picture 25:** Participant at the SBMC workshop held in Yola north LGA-  
**Photo credit:** Jamila Hassan

To further support learning centers through community support programs, a sensitization workshop on SEL for relevant stakeholders was held on October 28, 2015. It was an opportunity to further enlighten participants on the essence of SEL. There were representatives from the Ministry of Women's Affairs, Youth and Sports, the planning commission, NGOs, representative of JNI, CAN, CSOs, ADSAME, TRCN, the Ministry for Local Government Affairs, and the MOE. The workshop centered on the importance of SEL and its key components, the roles of government and civil society in promoting SEL, and ways of modeling SEL. The essence of the workshop was to further engage stakeholders in creatively exploring ways to ensure learning centers are given the necessary support.



**Picture 26:** Participants during SEL workshop organized by wraparound component  
**Photo credit:** Idris Lawal

**Do No Harm:** In conducting sensitization campaigns, different groups in the community were considered. Women were specifically addressed in compound meetings that considered cultural and religious beliefs and practices of women in seclusion. CC master trainers were sourced from a wide range of both government and NGO stakeholders to ensure inclusion and proper representation of different stakeholders. In recognition of the volatile environment within which Education Crisis Response operates, the CCs included setting up early warning systems around the established NFLCs to reduce the effect of such risks should they occur in host communities.

**Collaboration:** The project collaborated with the State Education Board, SAME and NGOs in training CCs in all the LGAs. This provided more opportunities for stakeholders to be more conversant with project implementation strategies.

#### **IR.4: Increased State and Local Governments and Civil Society Support for NFE and Alternative Education Options**

##### ***Sub-IR4.1 Align and Operationalize Policies to Support NFE and ALCs***

**Catalyzed Coordination and Dialogue:** The project effectively collaborated with NERI to provide learning materials and support to learners in Adamawa. The project met with the management of the Nigeria MARKETS II project to explore technical and business support to train master trainers on entrepreneurial skills and how to translate these skills into business. This will be useful for adolescent girls, youth and IDP caregivers that graduate from the projects' vocational centers. Discussions continue with the World Bank to scale up the USAID Education Crisis Response model in the northeast as a way to provide mass education to teaming numbers of IDPs and out-of-school children in this area of Nigeria. The project is a member of the EiE Working Group in Adamawa, Gombe, Bauchi and Yobe states. We share our experiences and encourage other partners in the forum to scale up the project's model.

In an effort to continue state and local government and civil society support for NFE and alternative education options, IRC held a quarterly coordination meeting of the PCG and NFE-TWG October 7, 2015. Members of the PCG and NFE-TWG were present at that meeting. The members were made up of stakeholders from MDAs, including the MOE, SAME, Local Government Education Authorities (LGEAs), Teacher Education Technical Working Group (TE-TWG), Learning Material Development Groups (LMDG), CCs, and sub-grantees. The total attendance was 22 (15m, 7f).

At the meeting, a strategy for sustainability and government buy-in through members of the PCG was planned. Part of the strategy is to lobby the State Planning Commission through SAME to include the Education Crisis Response activity budget on the State annual budget for ownership and sustainability. The group is saddled with responsibility for proper coordination and the transmission of meeting notes to the government.

Manuals developed by Education Crisis Response were also presented at the coordination meeting. The manuals include: the Master Trainers' Handbook, the Facilitators' Handbook, the Coaching and Mentoring Handbooks and the Community Coalitions' Handbook. The chairman of the PCG appreciated Education Crisis Response activities and concluded that the developed manuals are an invaluable asset to the state's education sector. He pledged his support and promised to work harmoniously with the project to achieve its laudable objectives.

To further strengthen coordination mechanism among NFE providers, a one-day sensitization workshop for relevant NFE providers was carried out on October 29, 2015. The meeting was organized by Adamawa SAME (ADSAME) in collaboration with Education Crisis Response Adamawa. The purpose of the meeting was to build the capacity of all the local NGOs who are providing NFE services in the areas of quality instruction, classroom management, social and emotional learning, psychosocial support, multi-grade teaching and pedagogy. The Education Crisis Response overview and status of implementation were discussed in order to acquaint the NFE providers with the Education Crisis Response focus in Adamawa state. To further strengthen coordination among the NFE providers, an election of caretaker committee was conducted and two persons (Yohanna Manje from Yohanns Foundation and Galaxy Thami from Her Majesty Foundation) were chosen. They will be representing the NFE providers in all activities related to NFE in the state. A second meeting will be scheduled as soon as the committee develop its Action Plan.



**Picture 27:** Cross section of participant at the NFE providers meeting in Adamawa  
**Photo credit:** Zainab Sindigawo

**Advocacy and Field Visits Conducted:** The Education Crisis Response team visited LGEAs in the five LGAs of Yobe and introduced the project concept and the sub-grantees that will be working in the LGAs. The team also sought support and cooperation from the LGAs for a smooth project launch. The Education Crisis Response team also visited MDAs that are related to the project for introductions and buy-in. The MDAs visited were the MOE, the Ministry of Women's Affairs, SUBEB, SAME, and SEMA. The team also visited other international partners that are operating in Yobe for collaboration and support. IPs visited include the United Nations High Commission on Refugees, Action against Hunger, the International Committee on Red Cross, and Catholic Relief Services. The Chairman, Yobe State House Committee on Education was also visited by CSACEFA and FOMWAN to solicit support for the approval of budgetary allocations for education during which the chairman assured the team of the committee's utmost support. As the program rolls out in January 2016, plans are underway for sub-grantees to visit the House of Assembly and MDAs to seek support for implementation of the state education budget.



**Picture 28:** Education Crisis Response team during a visit to Action against Hunger (ACF) in Damaturu.  
**Photo credit:** Baba Shehu

The Education Crisis Response team also visited the Bauchi MOE, which now has a new Permanent Secretary, Mallam Yusuf Yerima. He will double as the Chairman of the Project Consultative Group for the state. The project paid him a courtesy visit to brief him on project status and expectations.



**Picture 29:** Acting Team Leader during a visit to SUBEB.  
**Photo credit:** Hauwa Gwary



### ***Sub-IR4.2 Increase State and Local Resources (funds, teachers, and supervision, etc.) for NFE and Alternative Education Options***

**Capacity Building Workshops Conducted:** Capacity building was organized for 33 sub-grantees (including CSACEFA and FOMWAN) across the four project states. Capacity building was intended to bring the sub-grantees up to speed on how to implement the project in various LGAs (see Sub- IR1.2: Capacity Building, Empowerment and Deployment)

### ***Sub-IR4.3 Assist with Developing Transition Plans for State and Local Government Support of NFE and ALCs***

**State and local governments to support NFE and ALCs:** The Yobe State Assembly House and Ministries and parastatals (SUBEB, the MOE, and SAME) supported the Education Crisis Response. This is reflected through considerations for the state education budget, where each line ministry defended its budget to enhance educational activities (particularly NFE so that mothers are not left out of the transition plan for sustainability). Through a series of place-based meetings, parents realized their roles in the education of their IDP children. They indicated that their children would regularly attend school, and would report absenteeism whenever their children are sick. They also pledged to report migration to the quick-win schools and promised to support the empowerment of mothers.



**Picture 30:** Yobe acting Team Leader Dalhatu Darazo with the Executive Secretary of SAME during the visit. Photo credit: Maigari D Hamza

**Do No Harm:** Adhering to the ‘Do No Harm’ principles, the transition plan that has been put into place includes input from all stakeholders. This will avoid possible clashes of interest and cater to every stakeholder’s operational ethics. To ensure the ‘Do No Harm’ principle in sensitizing the community on peace and reconciliation, the project worked to build upon positive aspects of the local culture, religion, knowledge, and traditions.

**Collaboration:** The project has identified state level structures where our partners are working and attended to present project progress and challenges (SSI, EiE WG, MOB&F and UN agencies, and USAID IPs coordination meetings) to develop strategies on joint government engagement.



**Picture 31:** Education Crisis Response team led by Community Mobilization Adviser Maigari D Hamza during a visit to the ICRC in Damaturu. The State Coordinator displaying emergency kits. Photo credit: Hauwa Gwary

## **1.3 Implementation Challenges:**

- Transfer of government partners from one ministry to the other which affected staff that served as Education Crisis Response focal officers in ministries. This has resulted in new officers and focal persons who need to be brought up to speed on the project’s scope of work;
- The “what is there for us” syndrome by new project host communities. The project conducted sensitization campaigns to address this expectation.
- M&E data collection efforts were hampered by serious security challenges during the Borno RSA. Our enumerators were forced to take a longer route (nearly an additional 400

km) to get to data communities. However, with adequate technical and logistic support, the project was able to overcome these issues;

- The government has yet to ensure budgetary provisions are made to support ECR, though the project has since set up a structure through the NFE-TWG to ensure this is achieved before the end of FY2;
- Ongoing political instability (due to the change of political appointees) in Adamawa State has hindered advocacy efforts previously undertaken, and strained resources by having to repeat these efforts with newly appointed government officials;
- As a result of radio broadcasts and sensitizations, the project has become aware that there is a dire need to reach IDPs outside the targeted LGAs, and is currently designing plans for project expansion.

## 1.4 M&E Plan Update

**M&E Quarterly Review Meeting:** The project M&E unit conducted its quarterly meeting from December 20-22, 2015 in Gombe. The meeting looked at the project's Y1 implementation and discussed what went well, the challenges and actions taken, as well as Y2 plans. Indicator targets as well as strategies for achieving them (for example, working with the sub-grantees) were discussed. The meeting also reviewed all tracking and monitoring tools and finalized their printing in preparation for data collection work during the year.

The monitoring and evaluation unit facilitated the mainstreaming of NFE learners into FSs. The Mainstreaming Examination was carried out October 12-21, 2015. The examination was designed to mainstream learners into FSs to continue to access qualitative education, which is in line with the Education Crisis Response project indicator that seeks to increase the percentage of learners transitioning into FS. Learners were taken through a test to determine their status for entering the FS system. The examination questions were set by LFs, moderated and finally submitted to SAME for approval, and finally administered during the contact period at each Learning Center. Before the start of the exams, each LF read out the instructions to the learners on how to answer each question, and for the duration of the exams afterwards, the LFs wrote the examination questions on the blackboard for the learners to copy and respond appropriately.



**Picture 32:** Learners undertaking a mainstreaming examination in an NFLC  
**Photo credit:** John Manabete

At the end of the mainstreaming examination, a total of 2,075 (1146m, 929f) learners were mainstreamed into FSs to continue their education. The Adamawa SAME further supported the project with 2,000 copies of Basic Literacy Certificates to be issued to all mainstreamed learners. This obligation was widely commended by the Adamawa SUBEB, who gave approval for learners to be absorbed into formal school.



**Picture 33:** FGD with an IDP parent in the Benisheik community, Borno State  
**Photo credit:** Peter Fujuno

As a start to the process of expanding access to NFE in Borno State, the M&E component carried out a Rapid Situational Analysis in Borno State. The assessment began with a two-day enumerators training

workshop November 30-December 1, 2015 during which enumerators were trained on data collection processes. A three-day data collection exercise was carried out thereafter in which enumerators visited two communities each in the three senatorial districts. Data was collected through IDIs, FGDs, and the Secondary Tool which investigates educational concerns in the state. One of the striking concerns raised by IDP parents was that the majority of the IDP children have been out of school for more than two years. The situational analysis was successfully carried out and concluded December 4, 2015.

***Review of the Project's M&E Activity Plan and the Production of Monitoring Tools Development:*** Education Crisis Response updated its M&E plan by discerning and sharing PY2 targets in respect to all necessary project indicators. The M&E team also conducted its quarterly review meeting. The gathering provided an opportunity for new staff members to get acquainted with the project activities, and provided the opportunity for the team to map out strategies to implement in PY2. Furthermore, all M&E tools were reviewed and finalized for use in PY2 data collection.

## **2. Integration of cross-cutting issues and USAID forward priorities**

### **2.1 *Gender Equality and Female Empowerment:***

Despite efforts by the government to ensure educational parity, girls are still educationally disadvantaged. In its effort to achieve gender equality, Education Crisis Response launched 42 girls-only learning centers in the project states of Adamawa, Bauchi and Gombe, in addition to 42 AGLCs created in PY1 which represents a deliberate attempt to enroll more girls in established centers. This will further be strengthened by sensitizing IDPs on some of the social norms and household obligations that obstruct girls' educations. In 100 of the centers to be established in Yobe, 20 will be dedicated to adolescent girls. This is to create more educational access for girls.

Other efforts included enrollment equity in the quick-win schools and in our recruitment of female enumerators for both Yobe CECA and the Borno RSA. The enrollment figures for the quick-win school were 220 – 104 males and 116 females (53% female). Similarly, out of 43 enumerators in the two assessments, there were 18 female enumerators, which shows a significant improvement. A similar trend is observable in CC membership.

Since its launch of interventions through quick-win centers, Education Crisis Response Yobe has recorded some achievements in respect to girls' access to enrollment and retention. Girls' enrollment in the quick-win is slightly higher than boys (115 females and 94 males). This was made possible with the backing of community leaders, who supported the program holistically, as well as the mothers and caregivers, who are well-sensitized on the importance of education.

In the same manner, the selections process for LFs in both the quick-win and those just concluded for roll-out, both females and males are considered for these positions as long as they passed the aptitude test. The nine LF master trainers are made up of seven males and two females drawn from two colleges of education in Yobe state (the College of Education Gashua and the Federal College of Education Potiskum). Provisions have been made, in addition to the establishment of adolescent girls centers, and girls-only FSs and NFLCs in Q2, so that an equal number of girls as boys get access to education.

In Adamawa, equal opportunities will be given to new cohorts of learners during enrollment.



When there is room to replace learners, priority will be given to the gender that has fewer registered numbers. Adult girl learning centers will be established to empower females economically with technical skills. As a drive to encourage girl-child education, the project will establish two NFLCs for girls only for ages 6-13 and eight NFLCs for both genders, compared with 10 NFLCs of the same age bracket for both genders established in PY1. Support materials have been distributed in a non-discriminatory manner, and this will be sustained throughout the life of the project. The project has more male LFs than female LFs; therefore, the project is encouraging replacing male LFs who have voluntarily opted-out from facilitation with female LFs to promote gender sensitivity.

Selecting or forming learning centers would depend on the high concentration of IDPs in a community and the provision of a safe space provided by the host community. Learning spaces will be monitored by the CCs and communities, and a conscious effort will be made to ensure that IDPs, especially girls, do not have to walk long distances because of their vulnerability. LFs will be guided to not treat girls and boys differently, but instead engage them with the opportunity to participate in mixed-gender group work.

## **2.2 Sustainability Mechanisms:**

Since its inception, Education Crisis Response has believed in the involvement of local stakeholders to run the program, to form the planning stage MDAs at the state and local, as well as the national level, and to engage in planning, implementing and monitoring project activities. Each key MDA has a focal officer who regularly attends to project issues and brings them to management attention for immediate decisions. In the same manner, CCs, drawn from CBOs working with focused communities, have been established by Education Crisis Response and designated to support the management of focal primary schools and NFLCs across the twenty-six LGAs in the four project states. LFs are drawn from the communities and the centers used are owned and identified by communities. Above all, communities collaborate with traditional leaders to sensitize communities for more buy-in.

At each state level, inter-ministerial technical working groups are established to create platforms for the government to take the lead and scale up what works within the goals and aspirations of each state. In Yobe, the state government formed a committee for the rehabilitation of internally displaced persons, with the deputy governor as the chairman, while the SEMA executive secretary serves as the secretary. In PY1, the government was engaged in drawing up a transition plan that will require budgetary allocations to support educating internally displaced children and those out-of-school children from host communities. This necessitated ECR's aggressive advocacy and courtesy visits and homages to community and religious leaders leading to their buy-in for sustainability. During one of ECR's visits, the Emir of Gombe bought uniforms and paid the fees of one thousand IDPs children. The Emirs of Damaturu, Bade, Nguru, and Potiskum have also expressed a readiness to support the plight of IDPs through the project.

The project engaged the services of 32 NGOs who know the terrain and can effectively implement program activities as sub-grantees. These organizations were not only funded, but adequately trained, to respond to the challenges of providing education for internally displaced children in conflict and crises environments. They also serve as a critical mass with which the government can partner in all areas requiring service provision to the teeming population. Mentor teachers are drawn from local education authorities, trained and mobilized to support LFs and teachers; master teachers are also drawn from colleges of education, universities and

government ministries who have responsibility for organizing professional development training programs for teachers. All these players are trained on global best practices which can directly impact day-to-day activities as government officials.

The NFE-TWG project has set up a lobbying committee to push forward the need for funding Education Crisis Response through budgetary allocations to Non-Formal Education. This committee's chairman, the Permanent Secretary of the MOE, has made a sustained effort to achieve this goal. The committee has members from various MDAs who support and steer these objectives to be actualized.



**Picture 34:** Education Crisis Response project staff with the Emir of Bade, Yobe state.  
**Photo credit:** Abdul-Akeem.

The project has continued involving MDAs, traditional, and religious leaders, Education and Social Departments (ESDs), CCs, and communities in identifying and providing learning spaces in which the NFLCs have been established, as well as sourcing LFIs from local communities. All are geared towards project sustainability, as it will allow the government and its agencies to drive the process and the community to serve as “watch dogs” for activities in the learning centers.



**Picture 35:** Education Crisis Response project staff with Emir of Damaturu, during advocacy visit.  
**Photo credit:** Idris Abu-Bakr

The action plans developed by CCs are one of the sustainability mechanisms through which a community learns to take initiative and mobilize resources to solve communal problems.

## **2.3 Youth Development:**

About 30% of the Education Crisis Response targets youth (13-17 year olds), including helping adolescent girls access basic education and vocational skills. The 32 sub-grantees have been trained on how to identify marketable skills within the youth host communities that can complement their access to basic education. Relevant MDAs, like the Ministries for Youth, Women and Social Welfare, are using their platform and resources to support youth, as well as to scale it up. Some of the centers currently being used are owned by the government, although some youth are attached to master craftsmen/women as apprentices. Working with the youth not only provides opportunities for self-reliance for them to contribute to their community, but mitigates violence and builds peace.

## **2.4 Policy and Government:**

MDAs continue to overwhelmingly support the project with the take-off of PY2 in Adamawa, Bauchi and Gombe, as well as project PY1 in Yobe State. They were part of the work planning sessions at the joint and state levels. In Yobe, they approved the enhanced curriculum, scope and sequence, trainers'/facilitators' guides, coaching and mentoring handbook, and the community education handbook, as well as other instruments developed for infusing national benchmarks for reading, mathematics, and SEL into relevant documents. Their approval is a signal that the documents produced were both technically sound and that they fall under the policy framework of state government. In Yobe, state technical working groups have been formed with membership from line ministries and parastatals and will from time to time, feed the PCG with information on the areas where policy approval is needed to support for project

implementation. Consultation is ongoing to inaugurate the PCG in Q2 from key policy making bodies, line ministries and parastatals as members. The committee is expected to work toward ensuring that relevant policies are implemented for the success of internally displaced out-of-school children, including within host communities. In Adamawa, steering committees have been set up to further push the requisite need for funding to support project sustainability.

## **2.5 *Local Capacity Development:***

Thirty-two (32) local NGOs were sourced across the four project states and trained on grants management. Their capacities to respond to emergency situations were enhanced. More than 200 communities have increased their abilities to address IDP issues within their localities (with the formation of 52 CCs). The identification of CC master trainers was drawn from line MDAs and local NGOs, and their capacity to undertake similar future trainings.

Specifically, stakeholders and MDA officials were involved in every step of project activities, from planning, implementing, and monitoring within the community, to conflict and learning assessment. During each of ECR's assessments, state partners and LGEA individuals are always trained and involved in the entire data collection, data entry, and data analysis process. The data entry for each of these assessments were contracted to, and done by, interested community members. This is an effort towards capacity building in Education Crisis Response communities and states.

## **3. *Stakeholder Participation and Involvement***

In Yobe, state stakeholders are fully involved in Education Crisis Response projects in the state, LGAs among parents and caregivers of IDP children and community leaders. Their dedication led to the speedy identification of IDP locations in the state, the verification of IDP learners (ages 6-17) in communities and camps, the screening and selecting of learning facilitators, the identification of learning centers within the communities. Community support led to the implementation of key quick-win activities, including meeting with mothers and caregivers to enhance access, retention and learning outcomes, as well as advocacy visits to community leaders to generate buy-in.

Existing CCs in the Itas Gadau LGA of Bauchi, led by their community head, mobilized ₦35,000 (\$178) from members of the host community, and paid learning facilitators (LFs) to keep centers running by delivering lessons to IDP and out-of-school children from the host community before full enrollment and lessons started in January, 2016. Some funds were also used to provide refreshers to learners.

Bauchi SAME, the agency with statutory responsibility for the state's NFE, organized a state-wide event and offered certificates of completion to all learners from the Education Crisis Response PY1 NFLCs. This will serve as the basis for mainstreaming these learners.

In Adamawa, the project continued to collaborate with various partners, including the North East Regional Initiative, to provide scholastic materials and temporary classrooms, with IRC in Yola to provide dignity kits for distribution to NFLCs, with ADSAME to supply learner primers, and with ADSUBEB, to use classroom structures, conference halls for meetings, and to supply school records and human resources. The project has also collaborated with the Adamawa Peace Initiative and youths and communities to keep centers peaceful and safe.



**Picture 36:** The CC chairman in Itas-Gadau handing over a carton of biscuits (supplied by the community) to a learning facilitator.   
Photo credit: Helen John.

Key foundational standards in providing quality education in conflict and crisis affected environments included coordination and community participants in all intervention activities. In Gombe state, government line ministries, departments and agencies always take the lead in program activity implementation, material development, grants management of local NGOs, and the engagement of community coalition, learning facilitators, mentor teachers and other stakeholders. This has yielded great project acceptance across project communities and stakeholder took ownership of project initiative by complementing project effort with range of scholastic and other materials amounting to ₦40,404,870 (\$202,025). Additionally, ANFEA has budget for ₦5,000,000 (\$25,125) in its annual plan and budget for institutionalizing and sustaining Education Crisis Response project initiative in the State.



**Picture 37:** Learners of model primary school, Damaturu being dewormed with albendazole tablets   
Photo credit: Hauwa Gwary

### 3.1 Collaboration with USAID and Other Implementing Partner Projects

**USAID Implementing Partners:** The project collaborated with IRC/ECHO Children of Peace EU project to support the provision of child protection services in the NFLCs, as well as to provide temporary learning spaces to shield learners from inclement weather in Adamawa and Yobe States. We have also begun talking with the USAID-funded NERI project to provide temporary classrooms and learning materials to support AGLCs and YLCs for skill acquisition and peace-building initiatives for similar support in PY2, and extending this to Yobe State as well.

#### Other Implementing Partners

The project continued to collaborate with the network of implementing partners working in conflict and crises environments. EiEWG was set up by and is coordinated by the MOE and UNICEF. Education Crisis Response participated at state levels in Adamawa, Gombe and Yobe. In addition, we submit monthly reports about our activities to the UNCHA dashboard, and a project sheet with an uploaded budget for possible WG joint funding. Moreover, the project attended monthly follow-up meetings of the EiEWG in Abuja.

Through the AOR's link, we collaborated with Oando PLC to identify FSs around a few NFLCs in some LGAs in Bauchi and Adamawa for infrastructural development and IT support. The aim is to have these schools accommodate and mainstream any IDP children. This is planned for finalization in Q2.

Other partners include the SEMA in the four states, Action Against Hunger (ACF) in Yobe for nutrition, UNICEF for de-worming drugs in the four states, the Red Cross in the four states for first aid, the Bank of Agriculture in Adamawa for youth and adolescent girls/IDP caregivers' farming, and COOPI, an Italian embassy-supported project in Bauchi and Yobe for non-food items, all of which complement the education and psychosocial services we are providing.

#### **4. *Management and Administrative Issues***

The project strengthened its working relationships with local and state counterparts in the ABG states and established a strong presence in Yobe State with the state government, implementing partners and the community of NGOs working there. There is currently a shared understanding of the ECR-USAID project in these states. The Yobe office was successfully equipped with management systems to support operations and track progress to ensure quality, as well as to respond to other state field teams, Creative HQ and USAID requests.

To ensure the adequate tracking of all project implementation activities, weekly reports continued to be shared with USAID and program staff. A work planning session and a technical summit were held in Bauchi in October 2015. Both gatherings provided all staff, in particular Yobe personnel, with the opportunity to interact with colleagues who had been on the job for the past year, deepening their understanding of working in education in crisis and conflict environments.

Education Crisis Response submitted two video clips, which have been reviewed and approved by USAID for uploading to the public domain. Meetings at different levels were held to ensure constant feedback from both management and field operations staff. These included: weekly technical meetings, monthly general staff meetings and weekly/monthly component reviews of the work plan and budget. The project developed a project-wide procurement plan using documents provided by Creative HQ.

In view of the extra security needs identified in the ABG and Yobe states, the project identified a security consultant, pending the final hiring of a security officer. We also collaborated with other USG-funded projects operating within the four project states to share security information required to make informed decisions.

In Yobe state, the government has demonstrated its commitment to Education Crisis Response by providing office accommodation at SAME, to serve as a project office for FOMWAN and CSACEFA staff domiciled in Damaturu, as well as for other project staff who come into Yobe for weekly implementation and/or monitoring.



## 5. Lessons Learned

- Consistency in program support to the state and communities increases trust in USAID projects, as we under-promise and sometimes over-deliver;
- Stakeholders are ready and willing to participate in affairs that concern them if well-informed about better outcomes;
- Participatory screening and the recruitment of facilitators assists in managing community expectations and preventing favoritism;
- Involving community stakeholders and government partners at every stage of project implementation encourages them (as happened in PY1). In Yobe State, this has given the community a sense of ownership and has spurred them to take actions to benefit the program;
- By working with government officials, enumerators and monitors were able to greatly reduce problems associated with survey and data collection. That also decreased community suspicion of the survey and helped manage the high expectations of the IDP groups;
- Scale-up of the number of sub-grantees from five in PY1 project implementation to eight in PY2 reduced the work load on each sub-grantee and increased efficiency and responsiveness;
- The project has been lauded by various community members, especially by community leaders who see its activities as an opportunity for IDP learners to remain in school despite the financial challenges experienced by most parents;
- The radio broadcast of Education Crisis Response activities has been recognized as a viable means of reaching a wider public and increasing stakeholder participation in Education Crisis Response activities;
- Staff trainings on the project are responsible for increasing the ability to respond to topical issues and concerns arising during each stage of project implementation;
- Support to Education Crisis Response through the ECHO Children of Peace project has produced greater results and the capacity to respond to some IDP community needs.

## 6. Planned Activities for the Next Quarter, Including Upcoming Events

### ***IR 1: Increased availability of safe, quality and relevant NFEs and ALCs***

In Q1, 396 NFLCs, including AGLCs and YLCs, were established in all project states. We will provide material support for skills acquisition to AGLCs and YLCs, enabling them to acquire skills for income generation in Q2. CSACEFA and FOMWAN will monitor the activities of the NGO sub-grantees across project states.

### ***IR 2: Increased quality and relevant instructions and teaching-learning materials for literacy, mathematics and life skills in NFEs and ALCs***

The project will train all identified LF and FS teachers in reading, mathematics and SEL competencies. Mentor teachers will also be trained; they will monitor and mentor NFLCs and FSs to support LFs and teachers using the classroom observation tool. These trainings will be facilitated by CSACEFA and FOMWAN and joint monitoring activities will be organized with government partners at both the state and LGA level.

We will also conduct a quarterly technical session with the LMD-TWG to develop read-aloud materials and other print-rich classroom materials. The final products will be presented to

NFE-TWG for adoption. We will also establish 26 model NFLC reading corners in focal LGEAs (i.e., one per LGA) and collaborate with local partner networks on logistics for materials distribution.

In Q2, CSACEFA and FOMWAN will support 52 Mentor Teachers to conduct scheduled mentoring visits to the 396 NFLCs on a monthly basis, ensuring that they are continuing to use the Coaching and Mentoring Handbook developed in PY1. FOMWAN will conduct in-house competitions for IDPs within each LGA to enhance psychosocial counselling for children in the project states. They will also counsel mothers affected by the crises in four centers located in the state capitals of Adamawa, Bauchi, Gombe and Yobe.

### ***IR 3: Increased community engagement and support of schooling in targeted NFEs and ALCs***

In Q1, an additional 10 CCs were established in Yobe. In Q2, we will organize inter-state exchange visits for the CCs from the four states. The CCs will study the activities of model CCs in states other than their own for best practice. The CCs will be supported and monitored to deliver the Community Action Cycle. They will conduct follow-up visits to formal schools where IDP learners are mainstreamed. We will collaborate with CCs, LEAs, ESDs and other stakeholders to organize (1 per state) community town hall meetings, to serve as a feedback loop on IDP issues and challenges, as well as to proffer solutions.

FOMWAN and CSACEFA will monitor CCs to deliver the community action cycle in LGAs of the four states. FOMWAN will conduct sensitization meetings to communities on the benefits of supporting IDP children in the four states, on the benefits of integrated curriculum and using CCs as an action platform. Meetings will also be conducted by FOMWAN within host communities. These forums will be used to sensitize them on NFE policies, including benchmarking and their roles in its delivery.

### ***IR 4: Increased state and local government and civil society support for NFEs and ALCs***

We will establish a PCG in Yobe State with representatives from the relevant MDAs. Once established, we will support the PCG and NFE-TWG to conduct quarterly coordination meetings in the four states, while FOMWAN and CSACEFA will lead CSOs for advocacy visits to the State House of Assembly, (committee on Education) SAME, and SUBEB, for buy-in to the project. We will organize a one-day meeting with the PCG and support FOMWAN/CSACEFA to develop an advocacy plan to visit relevant locations.

In Q2, we will organize feedback loop meetings to identify what worked, challenges, and lessons learned, as well as to conduct demand-driven activities for CCs, CSOs and other stakeholders to engage relevant government agencies. We will collaborate with community groups, the Christian Association of Nigeria (CAN), Jama'atu Nasril Islam (JNI), and other stakeholders to sensitize NFLCs on the importance of reconciliation and peace-building, as well as identifying "community peace maker champions" to continue to promote peace in the NFLCs. FOMWAN and CSACEFA will organize dialogue meeting between CSOs, FBOs, TWGs, other locals and community leaders to share experiences and gain more project support in the four states.

### ***Monitoring and Evaluating Planned Activities***

- ***Training Sub-Grantee M&E and partners on M&E tools and procedures.*** This training will be conducted in each of the four project states. The aim is to familiarize M&E officers of the sub-grantees with the tools that they, individually and together with project staff and state partners, will be using to monitor centers. Thus, the training is targeted at sub-grantee M&E officers, state partners and staff. And, the M&E officers will get the tools that they require to collect data in their respective LGEAs at the meeting.
- ***Baseline assessment of learners' performance:*** The baseline assessment determines the entry level of learners into ECR-established learning centers. As was the case in PY1, it will use ASER tools for reading and mathematics to measure learning achievement in reading and mathematics, and SDQ to measure their socio-emotional learning level. The aim is to analyze the differences between these measures and determine the impact of Education Crisis Response interventions during end line assessment at the end of PY2.
- ***Rolling assessment on community education and conflict analysis:*** The rolling assessment on the Education Crisis Response project is a follow-up to CECA. It is used to find out changes in communities' dispositions in terms of IDP children's learning and other school and schooling indicators. These are used to inform programming activities and project implementation.
- ***Monitoring project sites:*** Education Crisis Response plans to elaborate on the monitoring process, which involves the sub-grantees' M&E officers visiting schools twice every month, project M&E officers and partners visiting monthly, and all-inclusive quarterly monitoring visits. While SG M&E visits have been ongoing, together with project M&E and FOMWAN and CSACEFA visits, all-inclusive monitoring will commence in the second quarter.

## **7. Further Information**

None.

8. ANNEX A: PROGRESS SUMMARY

Indicator	Data Source	Baseline data		FY 2015		Quarterly Status - FY 2016				Annual Performance Achieved to Date (in %)	Comment(s)
		Year	Value	Annual Cumulative Planned target	Annual Cumulative Actual	Q1	Q2	Q3	Q4		
Goal: Expand access to quality, relevant non-formal education (NFE) and alternative education opportunities for out-of-(formal) school children; age 6-17 in target sites.											
1. # of learners enrolled in USG-supported Non-Formal Learning Centers (NFLCs) and Alternative Education (AE)**	14,321 (7469m, 6852f):Bauchi 4751, (2509m, 2242f);Gombe 4904 (2521m, 2383f);Adamawa 4666 (2439m, 2227f)	FY15	14,321	16,760	0	209 (115m, 94f)				1.2%	On Target, Learners were enrolled for Quick win program in Yobe
2. #/% of new entrants in NFLCs and AEs*	14,321 (7469m, 6852f):Bauchi 4751, (2509m, 2242f);Gombe 4904 (2521m, 2383f);Adamawa 4666 (2439m, 2227f)	FY15	14,321	16,760	0	209 (115m, 94f)				1.2%	On Target, Learners were enrolled for Quick win program in Yobe
3. #/% of learners receiving reading interventions at the primary or equivalent level in NFLS & AEs**	14,321 (7469m, 6852f):Bauchi 4751, (2509m, 2242f);Gombe 4904 (2521m, 2383f);Adamawa 4666 (2439m, 2227f)	FY15	14,321	16,760	0	209 (115m, 94f)				1.2%	On Target, Learners were enrolled for Quick win program in Yobe
4. #/% of learners who complete the NFE/AE program *	14,321 (7469m, 6852f):Bauchi 4751, (2509m, 2242f);Gombe 4904 (2521m, 2383f);Adamawa 4666 (2439m, 2227f)	FY15	14,321	65%	0	N/A					Not for this Q
5. #/% of students who, by the end of one full year of NFE education, demonstrate that they can read and understand the meaning of grade level equivalent text *	32%: Adamawa 28%; Bauchi 36%; Gombe 33%	FY15	32%	30%	0	N/A					Not for this Q
6. #/ % of learners in NFLC/AE & FS who meet or surpass criteria for socio-emotional competency**	69%: Adamawa 97%; Bauchi 50%; Gombe 66%	FY15	69%	65%	0	N/A					Not for this Q
7. #/% of NFLC/AE students transitioning to formal schooling (FS)	14%: Adamawa 12%; Bauchi 17%; Gombe 14%	FY15	14%	10%	0	(209) 1.2%				1.2%	On Target, Learners were enrolled for Quick win program in Yobe
8. % of LF/coaches in NFLC/AEs who meet/surpass performance criteria*	67%: Adamawa 75%; Bauchi 67%; Gombe 63%	FY15	67%	65%	0	N/A					Not for this Q
IR 1: Increased availability of safe, quality and relevant NFE and alternative education opportunities (schools, centers)											
Sub-IR 1.1: Establish safe, protective non-formal and alternative education opportunities											

Indicator	Data Source	Baseline data		FY 2015		Quarterly Status - FY 2016				Annual Performance Achieved to Date (in %)	Comment(s)
		Year	Value	Annual Cumulative Planned target	Annual Cumulative Actual	Q1	Q2	Q3	Q4		
9. #/% of NFLC/AEs established that meet or surpass criteria for safe, quality and relevant NFLCs*	269(100%)	FY15	269	65%	0	4 (2.08%)				2.08%	Learners were enrolled for Quick win program in Yobe
<b>Sub-IR 1.2: Integrate Accelerated Learning Programs (ALPs) for core academic programs, life skills and wrap-around services into NFE and alternative learning programs</b>											
<b>IR 2: Increased quality of relevant instruction and teaching-learning materials for literacy, numeracy, life skills and wrap-around services in NFE and alternative education programs</b>											
<b>Sub-IR 2.1: Increase the number and improve the capacity of LFs to provide literacy, numeracy and life skills instruction and provide wraparound services</b>											
10. #/% of LCs, coaches & supervisors in project NFLC/AEs who successfully complete training**	464 (342m, 121f): Bauchi 153 (118m, 35f); Gombe 154 (117m, 37f); Adamawa 157 (108m, 49f)	FY15	464	466	0	38 (24m, 14f)				8.1%	Teachers were trained to facilitate at the newly established centers in Yobe
<b>Sub-IR 2.2: Establish a coaching/mentoring system to support LFs in NFE and alternative learning center</b>											
<b>Sub-IR 2.3: Develop/adapt and distribute quality teaching and learning materials for literacy, numeracy, life skills and wraparound services in NFE and alternative learning centers</b>											
11. # of teaching (T) & learning (L) materials distributed to NFLC/AEs **	L: 14,321 T: 422	FY15	L: 14,321 T: 422	L: 16,760 T: 466	0	L 209 T 38				L:1.2% T:8.1%	Learning and instructional materials were distributed for quick program in Yobe
<b>IR 3: Increased community engagement and support of schooling in targeted NFE and alternative education learning center communities</b>											
<b>Sub-IR 3.1: Increase awareness of the importance of schooling and non-formal and alternative education opportunities</b>											
<b>Sub-IR 3.2: Strengthen or activate community education support groups/committees</b>											
12. #/% of CSOs/NGOs and CCs supporting and advocating for conflict-sensitive education in NFLC/AE/FSs **	56:14 NGOs (Bauchi 4, Gombe 5, Adamawa 5); 42 CCs (Bauchi 14, Gombe 14, Adamawa 14)	FY15	56	CC:52 NGO:19	0	NGO:32 (Bauchi 7, Gombe 8, Adamawa 8, Yobe 9), CC:47 (Bauchi 14, Gombe 14, Adamawa 14), Yobe 5)				NGO:228% CC:90.4%	On Target. CCs and NGOs continued to support the project and advocate for conflict sensitivity in the communities
<b>Sub-IR 3.3: Establish community-implemented support programs for NFE or alternative learning centers</b>											
13. # of NFLC/AE/FSs supported by CCs	338 (294 NFLC, 42FS, 2 CPC): (Bauchi: 98 NFLC, 14FS; Gombe: 98 NFLC, 14FS, 1 CPC; Adamawa: 98 NFLC, 14FS, 1 CPC)	FY15	338	LC:394 FS: 52	0	FS: 2				3.8%	On target
<b>IR 4: Increased state and local government and civil society support for NFE and alternative education options</b>											
<b>Sub-IR 4.1: Establish opportunities for dialogue among government agencies, NFE alternative education providers, and civil society on increasing equitable access</b>											
<b>Sub-IR 4.2: Align and operationalize policies to support NFE and alternative learning centers</b>											
<b>Sub-IR 4.3: Increase state and local resources (funds, teachers, supervision, etc.) for NFE and alternative education options</b>											
<b>Sub-IR 4.4: Assist development of transition plans for state and local government support of NFE and alternative education schools/centers</b>											
14. # of policies, guidelines, standard, transition plans, etc. developed/modified to support conflict-sensitive education in	5	FY15	5	4	0	1					On target



Indicator	Data Source	Baseline data		FY 2015		Quarterly Status - FY 2016				Annual Performance Achieved to Date (in %)	Comment(s)
		Year	Value	Annual Cumulative Planned target	Annual Cumulative Actual	Q1	Q2	Q3	Q4		
NFLC/AE/FSs*											
15. # NFLC/AEs supported by project that receive resources from the government	338 (294 NFLC, 42FS, 2 CPC): (Bauchi: 98 NFLC, 14FS; Gombe: 98 NFLC, 14FS, 1 CPC; Adamawa: 98 NFLC, 14FS, 1 CPC)	FY15	338	LC:394 FS:52	0	2					Quick win program

## 9. ANNEX B: PROGRAM ACTIVITIES FOR PY2 Q1 AND PLANNED ACTIVITIES FOR PY2 Q2

### ANNEX B: IMPLEMENTED ACTIVITIES FOR PY2 Q1 AND PLANNED ACTIVITIES FOR PY2 Q2

Task	PY2 Activities Oct 1, 2015 – Dec 31, 2015 Activities	Outputs Oct 1, 2015 – Dec 31, 2015 Activities	Planned Activities January 1, 2016 – March 31, 2016
<b>Intermediate Result 1: Increased availability of safe NFE and alternative education opportunities</b>			
<b>Sub-Intermediate Result 1.1: Establish safe non-formal and alternative education opportunities</b>			
Task 1: Conduct Community Education and Conflict Assessments (CECAs) - See M&E work plan	1. Reviewed instrument for data collection; test and finalize	CECA instruments reviewed and finalised; 289 (19m, 9f) master trainers and state partners trained on data collection.	Completed
	2. Review SOW and recruit translators (if required) (for CECA)	SOW reviewed and finalised with HR.	Completed
	3. Translate instruments (where necessary) (for CECA)	Instruments translated and checked by Yobe-based partners.	Completed
	4. Identify and train enumerators for the Assessment	Enumerators identified and trained. 28 (19m, 9f) people including 15 (6 experienced and 9 Yobe-based new) enumerators and 14 other state partner monitors.	Completed
	5. Select sample communities for the Assessment	Communities randomly sampled during the training for enumerators.	Completed
	6. Set up data capture, entry, analysis and sharing mechanism	Data capturing mechanism set up with participants during the training for enumerators.	Completed
	7. Collect data in the communities	Data collected in the communities. Process monitored by state partners and staff.	Completed
	8. Analyze data and discern findings	Data entered and analysed; findings discerned	Completed
	9. Share report with stakeholders	CECA conducted in Yobe; report submitted to USAID	Share report with stakeholders
Task 2: Establish benchmarks for safe and protective non-formal and alternative education options	1. Conduct awareness raising for elders, parents and stakeholders, to increase capacity to implement the benchmarks.	Planned for Q2.	Monitor safety and protection in NFLCs and compliance to NFE benchmarks in collaboration with the NFE TWG.
	2. Monitor safety and protection in NFLCs and compliance to NFE benchmarks in collaboration with the NFE TWG.	32 supportive supervision by 2 CCs, FOMWAN and CSACEFA and 1 monitoring visit for monitoring safety in NFLCs and compliance to NFLCs benchmarks in 3 'quick win' formal schools in Yobe State.	Conduct one day awareness meeting for 60 participants from CCs, CSOs, parents and stakeholders on NFE benchmarks in collaboration with SAME/ANFEA, and MOWA.
	3. Develop and produce IEC materials on identified and adopted NFE benchmarks to include established safety benchmarks.	Planned for Q2.	Develop and produce IEC materials on identified and adopted NFE benchmarks to include established safety benchmarks.
Task 3: Establish a Small Grants Program to enable CSOs to establish CCs and create NFLCs, AGLCs and YLCs.	1. Establish 100 centers in Yobe and strengthen 296 learning centers (NFLCs, YLCs & AGLCs) established in PY1.	NFLCs established in 21 LGAs in Adamawa, Bauchi and Gombe states, and 4 quick win formal schools in Yobe, where IDPs and host community children resided.	Establish 120 centres in Yobe.
	2. Procure scholastic material for 16,760 enrolled learners in 396 NFLCs and procure scholastic materials to support 1,676 mainstreamed learners.	Scholastic materials procured for 11,760 learners in Adamawa, Bauchi and Gombe states.	Purchase scholastic materials for 5,000 IDPs and host community learners.
	3. Release the request for Application to CSOs for open competition.	Completed in PY1 Q4.	Completed.
	4. Hold pre-application meeting with CSOs/NGOs.	Pre-application meeting held across four project states with over 70 NGOs in attendance.	Completed.
	5. Set up Technical Evaluation Committee (TEC).	Technical committee set up comprising government partners in four project states and Education Crisis Response technical staff who scored proposals by NGOs.	Completed.
	6. Receive and screen relevant proposals.	57 proposals received and screened from the three states - Adamawa (17), Bauchi (13) and Gombe (17) Yobe (10)	Completed.
	7. Hold meeting with the awardees of the small grants for orientation on the project goals.	One meeting held with 33 awardees including FOMWAN and CSACEFA to provide orientation for 90 participants (62m, 28f) in attendance from the 4 states (Bauchi - 22: 13m, 9f, Adamawa - 21: 14m, 7f, Gombe - 21: 16m, 5f, Yobe - 26, 19m, 7f)	Completed.
	8. Conduct familiarization visits to LGA stakeholders and community leaders to introduce NGO sub-grantees	32 NGO sub grantees introduced to stakeholders at LGA level and community leaders in 26 LGAs.	Completed in Q1.

Task	PY2 Activities Oct 1, 2015 – Dec 31, 2015 Activities	Outputs Oct 1, 2015 – Dec 31, 2015 Activities	Planned Activities January 1, 2016 – March 31, 2016
<b>Sub-Intermediate Result 1.2: Integrate accelerated learning programs (ALPs) for core academic subjects, life skills, and Socio-Emotional learning (SEL) into NFE and alternative learning programs</b>			
Task 1: Enhance and use the FGON's approved integrated curricula	1 Monitor LF's implementation of the Enhanced NFE curriculum and activities on a monthly basis (by the NFE TWG and Education Crisis Response staff).	CCs in Adamawa, Bauchi and Gombe states have pledged to manage 296 LFs pending awards to year 2 sub grantees while in Yobe we have screened 97LFs (72m 25f). Training for the screened LFs is scheduled for Q2.	Monitor LF's implementation of the Enhanced NFE curriculum and activities on a monthly basis (by the NFE TWG and Education Crisis Response staff).
	2. Sensitize relevant stakeholders (60 participants) on SEL for integrating wrap-around services into the NFE centers.	Planned for Q2.	Sensitize relevant stakeholders (60 participants) on SEL for integrating wrap-around services into the NFE centers.
Task 2: Prepare local CSOs to integrate ALPs into IQTE and create NFLCs, AGLCs and YLCs.	1. Train CSOs on methodology for integrating wrap-around services into the curriculum (SEL, conflict sensitivity and life skills).	Planned for Q2.	Provide skills acquisition materials to AGLC and YLC.
	2. Consult with IDPs and host community learners to inform prioritization of required skills.	Planned for Q2.	
Task 3: Integrate the enhanced integrated curriculum and wraparound services into existing IQTE options and newly created AGLCs and YLCs	1. Explore the distribution and use of Dignity Kits to female learners to improve hygiene and well-being.	Planned for Q2.	Explore the distribution and use of Dignity Kits to female learners to improve hygiene and well-being
	2. Explore opportunities for deworming of learners in NFLCs on quarterly basis.	220 IDP learners from three quick win formal schools in Damaturu and Potiskum LGAs dewormed with albendazole tablets. Adamawa office has secured deworming tablets from partners and will distribute to Bauchi, Gombe and Yobe in Q2.	
	3. Explore opportunities of livelihood support to parents and caregivers of IDP learners.	Scheduled for Q2.	Explore opportunities of livelihood support to parents and caregivers of IDP learners.
	4. Conduct 3-day workshop for LFs and 52 MTs on referral pathways to support learners in need.	Planned for Q2.	Conduct 3-day workshop for LFs and 52 MTs on referral pathways to support learners in need. Train 52 Mentor Teachers and 396 LFs on Psychosocial Support and how to create learner friendly environment. Collaborate with NPC for issuance of birth certificate to the learners as part of SEL intervention.
<b>Intermediate Result 2: Improved quality of instruction in NFE and alternative education programs</b>			
<b>Sub-Intermediate Result 2.1: Increase the number and improve the capacity of LFs to provide literacy, numeracy and life skills instruction and provide SEL services</b>			
Task 1: Adapt NEI's professional development program to prepare master trainers to train new and existing LFs and center directors to integrate and teach the enhanced curriculum	1. Work with relevant MDAs, SGs, CSOs and CCs to identify and select 100 candidates that meet the LF and teacher recruitment criteria in Yobe State.	97 LFs (72m 25f) and 78FS (47m 31f) identified and screened; training scheduled for Q2.	Train 36 Master Trainers on the Reading, Numeracy and SEL Trainers' Guide (5 days for each thematic area) by STTA (to include training on the use of the enhanced curriculum)
	2. Recruit 9 Master Trainers and 10 Mentor Teachers (LGEA Staff) in Yobe state.	9 (7m 2f) Master Trainers and 15 (14m 1f) Mentor Teachers recruited and to be trained in quarter two.	Train 9 Master Trainers and 15 Mentor Teachers.
Task 2: Implement the training program for new and existing LFs recruited to teach in NFLCs, AGLCs, and YLCs	1. Conduct 5-day step down training in clusters for 100 LFs and teachers (20 per LGEA) and 10 MTs using the Reading, Numeracy and SEL Trainers and Facilitators Guide and by Master Trainers in Yobe State. (To include training on the use of the enhanced Curriculum).	97 LFs (72M 25F) and 78 FS (47M 31F) identified and selected to be trained in Q2	Conduct step down refresher training (5-day each on Reading, Numeracy, SEL) for 296 LFs and 52 MTs in clusters using the Reading, Numeracy and SEL Trainers and Facilitators' Guide (To include training on the use of the enhanced Curriculum) by Master Trainers.
	2. Conduct 2-day SEL and methodology training for 260 FS teachers (Bauchi -70, Gombe -70, Yobe 50, Adamawa 70) by Master Trainers.	Planned for Q2.	2. Monitor the master trainers and step down trainings for LFs and MTs.
	3. Conduct Reading learning assessment every 2 months.	Planned for Q2.	3. Review and produce copies of finalized facilitators guide and 50 copies of the trainers guide.

Task	PY2 Activities Oct 1, 2015 – Dec 31, 2015 Activities	Outputs Oct 1, 2015 – Dec 31, 2015 Activities	Planned Activities January 1, 2016 – March 31, 2016
<b>Sub-Intermediate Result 2.2: Establish a coaching/mentoring system to support LF in NFE and alternative learning centers</b>			
Task 1: Review and evaluate options for mentoring and coaching LFs working in the new NFLCs, AGLCs, and YLCs with LGEA staff	1. Facilitate scheduled mentoring visits by Master Trainers (once per month) and Mentor Teachers (thrice per month) to NFLCs using the coaching and mentoring handbook and tools.	Planned for Q2.	1. Facilitate scheduled mentoring visits by Master Trainers (once per month) and Mentor Teachers (thrice per month) to NFLCs using the coaching and mentoring handbook and tools.
	2. Conduct a one-day quarterly coaching/ mentoring review meeting with Master Trainers and MTs.	Planned for Q2.	2. Conduct a one-day quarterly coaching/ mentoring review meeting with Master Trainers and MTs.
	3. Finalized and produce coaching and mentoring Handbook for the 4 states.	Planned for Q2.	3. Finalize and produce coaching and mentoring Handbook for the 4 states.
Task 1: Support the learning material development group (LMDG) to rapidly review, adapt/develop and produce appropriate teaching and learning materials for use in NFLCs	1. Conduct a two-day quarterly technical session with the LMD TWG to develop 2-4 pagers read aloud materials and other rich print classroom materials with STTA support.	Planned for Q2.	1. Conduct a two-day quarterly technical session with the LMD TWG to develop 2-4 pagers read aloud materials and other rich print classroom materials with STTA support.
<b>Sub-Intermediate Result 2.3: Develop/adapt and distribute quality teaching and learning materials in NFE and alternative learning centers</b>			
	1. Work with LMDG to develop/adapt basic numeracy concept handbook for LFs by STTA.	Planned for Q2	1. Conduct a two-day quarterly technical session with the LMD TWG to develop 2-4 pagers read aloud materials and other rich print classroom materials with STTA support.
	2. Monitor distribution of materials for NFLC in collaboration of NFETWG, LGEAs and CCs.	Planned for Q2	2. Present developed material to NFE TWG for adoption. 3. Establish one model NFLC Reading corner in each LGEA (i.e. in one NFLC per LGA). 4. Collaborate with local partners' network on materials distribution logistics.
<b>Result 3: Increased community engagement and support for schooling in targeted NFE communities</b>			
<b>Sub-Intermediate Result 3.1: Increase awareness of the importance of schooling and non-formal and alternative education opportunities</b>			
Task 1: Rapidly build the knowledge of key stakeholders in the target states on the roles of integrated CCs, their creation and management	1. Conduct place-based sensitization in communities in collaboration with FOMWAN and CSACEFA on the benefits of CCs, NFLCs sending girls to school, etc.	Place-based sensitization visits conducted in two communities of Bauchi and five in Yobe.	Conduct place-based sensitization to communities in collaboration with FOMWAN on the benefits of CCs, NFLCs sending girls to school, etc.
	2. Hold compound meetings to increase IDP and host community women's knowledge on the importance of education.	Compound meetings held in four targeted communities in Bauchi and three communities in Yobe states. Women were sensitised about the Nigerian Education system, benchmarks and availability of NFLCs and their role in sending their children to the centres.	Hold compound meetings to increase IDP and host community women's knowledge on the importance of education.
	3. Organize inter-state exchange visits for CCs to share experiences and best practices (Joint).	Planned for Q2.	Organize inter-state exchange visits for CCs to share experiences and best practices (Joint).
Task 2: Strengthen existing and establish new CCs or other local education support groups and committees	1. Pay advocacy visit to chairmen and ESDs to identify existing CCs or community groups in new LGAs in Adamawa, Bauchi, Gombe and Yobe.	Advocacy visit conducted in 5 LGAs in Yobe state, where 10 CCs were established based on existing community Based Organisations.	Support and monitor CCs to deliver the Community Action Cycle (CAC).
	2. Establish 10 community coalitions in Yobe and strengthen 42 established ones in project states.	10 community coalitions established in 5 LGAs of Yobe state (2 per LGA).	Mainstream follow up visits by CCs to Formal Schools (15 per state) where IDP learners.
	3. Train 8 Master Trainers to train CCs (Yobe state) on Community Action Cycle.	10 (7 M, 3F) CC master trainers trained in Yobe state.	Completed.
	4. Conduct cluster training for newly established CCs or other local education support groups to strengthen their capacity to deliver the CAC.	Planned for Q2.	Conduct cluster training for newly established CCs or other local education support groups to strengthen their capacity to implement the CAC.
	5. Support and monitor CCs to implement the Community Action Cycle.	Monitored the implementation of 42 CC action plans in Adamawa, Bauchi and Gombe states.	Support and monitor CCs to implement the CAC.
	6. Support CC Action Plans through NGO sub-grantees.	Planned for Q2.	Support CC Action Plans through NGO sub-grantees
	7. Follow up visits to Formal Schools (15 per state) by CCs	Collaborated with CCs to mainstream IDP learners from Education	Completed.

Task	PY2 Activities Oct 1, 2015 – Dec 31, 2015 Activities	Outputs Oct 1, 2015 – Dec 31, 2015 Activities	Planned Activities January 1, 2016 – March 31, 2016
	where IDP learners are mainstreamed	Crisis Response NFLCs to formal schools in Adamawa, Bauchi and Gombe.	
	8. Train CCs in Bauchi, Gombe and Adamawa, on early warning signs, advocacy, conducting campaigns and resource mobilization.	Planned for Q2.	Train CCs in Bauchi, Gombe and Adamawa, on early warning signs, advocacy, conducting campaigns and resource mobilization.
	9. Review and translate community education handbook into Hausa language.	Review in progress.	Complete translation of community education handbook into Hausa language.
Task 3: Explore the possibility of establishing agreements with state governments to create a small grants program or other funding mechanism to support CCs and CSO	1. Hold exploratory meetings with relevant state agencies on supporting CCs and CSOs with small grants.	Planned for Q2.	Hold exploratory meetings with relevant state agencies on supporting CCs and CSOs with small grants.
<b>Sub-Intermediate Result 3.2: Strengthen or activate community education support groups/committees</b>			
Task 1: Plan and execute an awareness raising campaign to build and strengthen demand for education	1. Collaborate with CSACEFA and FOMWAN to support CSOs and CCs to mobilize communities around the importance of enabling equitable access to quality and safe education (Yobe and new LGAs in the three states)	Planned for Q2.	Collaborate with CCs, LEAs, ESD and other stakeholders to organize community town hall meetings (1 per state), to serve as a feedback loop on IDP issues.
	2. Support CCs to work with youth groups to sensitize village/ward heads, religious gatekeepers and local education stakeholders (SMBCs, mothers clubs, IDP mothers) to demand education services (New LGAs)	Planned for Q2.	Support CCs to work with youth groups to sensitize village/ward heads, religious gatekeepers and local education stakeholders (SMBCs, mothers clubs, IDP mothers) to demand education services (New LGAs).
	3. Conduct five-day capacity building workshop for NGO sub-grantees on Organizational Capacity Assessment (Joint Activity)	Planned for Q2.	Conduct five-day capacity building workshop for NGO sub-grantees on Organizational Capacity Assessment (Joint Activity).
Task 2: Organize feedback loop at Community and State levels on issues of CCs, Early warning signs and support to NFLCs, AGLCs, and YLCs with CC, LGA and State staff	Conduct bi-monthly/quarterly feedback loops at LGA and State level on CC support for IDPs and disseminate at different technical fora.	Planned for Q2.	Conduct bi-monthly/quarterly feedback loops at LGA and State level on CC support for IDPs and disseminate at different technical fora.
<b>Result 4: Increased state and local government and civil society support for NFE and alternative education options</b>			
<b>Sub-Intermediate Result 4.1: Align and operationalize policies to support NFE and alternative learning centers</b>			
Task 1: Catalyze existing coordination mechanisms used by providers of NFE and alternative education options to facilitate open dialog	Support PCG and NFE TWG to conduct quarterly coordination meetings	Formed and inaugurated NFE TWG in Yobe and in ABG states, and supported the TWGs to conduct their quarterly coordination meeting.	1. Establish PCG with representatives from the relevant MDAs in Yobe state.
		NFE TWG in ABG states conducted their coordination meetings.	2. Support PCG and NFE TWG to conduct quarterly coordination meetings
			3. Support NFE TWG to conduct quarterly coordination meetings
			4. Establish NFE TWG with LMD TWG and TE TWG as sub-working groups comprising of relevant MDAs and all key education stakeholders to adapt and develop relevant standards and coordinate NFE activities in Yobe state.
			5. Collaborate with community groups, CAN, JINI and other stakeholders to sensitize NFLCs on the importance of reconciliation and peace-building
			6. Identify "Community Peace Makers" to preach peace in NFLCs
<b>Sub-Intermediate Result 4.2: Increase state and local resources (funds, teachers, supervision, etc.) for NFE and alternative education options</b>			
No Planned activities for Q1 under this IR			
<b>Sub-Intermediate Result 4.3: Assist development of transition plans for state and local government support of NFE and alternative education schools/centers</b>			
Task 1: Support state governments to include funds	1. Organize one day meeting with SPC, TWG on SEP and SESOP, SAME, SUBEB, MOWA etc.	Planned for Q2.	1. Organize one day meeting with SPC, TWG on SEP and SESOP, SAME, SUBEB, MOWA etc.



Task	PY2 Activities Oct 1, 2015 – Dec 31, 2015 Activities	Outputs Oct 1, 2015 – Dec 31, 2015 Activities	Planned Activities January 1, 2016 – March 31, 2016
for NFE in annual budgets	2. Support FOMWAN/CSACEFA to develop advocacy plan to visit relevant stakeholders (MOE, SUBEB etc.) to solicit for budgetary allocation.	Planned for Q2.	2. Support FOMWAN/CSACEFA to develop advocacy plan to visit relevant stakeholders (MOE, SUBEB etc.) to solicit for budgetary allocation.
<b>Monitoring and Evaluation M&amp;E Component</b>			
<b>1. Initial Assessment/Conflict Analysis</b>			
Task 1: Conduct Community Education & Conflict Assessment (CECA) in Yobe.	1. Reviewed instrument for data collection; test and finalize	CECA instruments reviewed and finalised; 28 (19m, 9f) master trainers and state partners trained on data collection.	Completed
	2. Review SOW and recruit translators (if required) (for CECA)	SOW reviewed and finalised with HR.	Completed
	3. Translate instruments (where necessary) (for CECA)	Instruments translated and checked by Yobe-based partners.	Completed
	4. Identify and train enumerators for the Assessment	Enumerators identified and trained. 28 (19m, 9f) people including 15 (6 experienced and 9 Yobe-based new) enumerators and 14 other state partner monitors.	Completed
	5. Select sample communities for the Assessment	Communities randomly sampled during the training for enumerators.	Completed
	6. Set up data capture, entry, analysis and sharing mechanism	Data capturing mechanism set up with participants during the training for enumerators.	Completed
	7. Collect data in the communities	Data collected in the communities. Process monitored by state partners and staff.	Completed
	8. Analyze data and discern findings	Data entered and analysed; findings discerned	Completed
	9. Share report with stakeholders	CECA conducted in Yobe; report submitted to USAID	Share report with stakeholders
Task 2: Conduct first bi-annual rolling assessment (Adamawa, Bauchi and Gombe)	1. Reviewed instrument for data collection; test and finalize	Moved to Q2: Scheduled to commence on 10 February	1. Reviewed instrument for data collection; test and finalize
	2. Review SOW and recruit translators (if required) (for rolling assessment)		2. Review SOW and recruit translators (if required) (for rolling assessment)
	3. Translate instruments (where necessary) (for rolling assessment)		3. Translate instruments (where necessary) (for rolling assessment)
	4. Identify and train enumerators for the Assessment		4. Identify and train enumerators for the Assessment
	5. Select sample communities for the Assessment		5. Select sample communities for the Assessment
	6. Set up data capture, entry, analysis and sharing mechanism		6. Set up data capture, entry, analysis and sharing mechanism
	7. Collect data in the communities		7. Collect data in the communities
	8. Analyze data and discern findings		8. Analyse data and discern findings
	9. Share report with stakeholders	Planned for Q2	9. Share report with stakeholders
<b>2. M&amp;E Plan Development</b>			
Task 2: Update M&E plan	1.Review and share indicators with annual and EOPS targets with staff and stakeholders	Indicators and their EOP and Y2 targets shared with staff and stakeholders.	Completed.
	2.Review M&E task schedule	M&E AP table reviewed to indicate tasks accomplished and forthcoming (Q2) tasks.	Completed.
	3. Review M&E Plan narrative	M&E Plan narrative reviewed.	Completed.
	4. Revise M&E Plan as necessary	M&E plan revised.	Completed.
	5.Share M&E Plan revision with HQ	M&E Plan shared with Creative HQ.	Completed.
	6.Submit revised M&E plan to USAID for review and approval	Final M&E Plan submitted to USAID.	Completed.
	7.Circulate M&E Plan to staff	M&E Plan circulated to staff and shared with SGs and state partners.	Completed.
<b>3. LGEA, NFLC and Sample Selection</b>			
Task 1: Select sample Project LGEAs and NFLCs	1.Review criteria and methodology for LGEA and NFLC selection	Criteria and methods established with state partners and documented. They include: safe LGA to work in, high volume of IDPs, and willingness to support non-formal education.	Completed.
	2.Share revised selection criteria and methodology with states and other partners	Criteria and methodology shared with state partners.	Completed.

Task	PY2 Activities Oct 1, 2015 – Dec 31, 2015 Activities	Outputs Oct 1, 2015 – Dec 31, 2015 Activities	Planned Activities January 1, 2016 – March 31, 2016
	3. Select LGEAs in Yobe state and where necessary	Project LGEAs selected in Yobe; they include Bade, Damaturu, Fika, Geidam (later replaced with Nguru because of insecurity) and Potiskum.	Completed.
	4. Identify or establish NFLCs	Project NFLCs established in communities.	Moved to Q2.
	5. Conduct inception (familiarization) visits to project NFLCs.	Sites located and visited.	Completed.
	6. Review/adapt NFLC profile form for project learning centers.	NFLC profile form reviewed.	Completed.
	7. Produce NFLC profile form.	NFLC profile form produced.	Completed.
	8. Distribute NFLC profile (center facilities) form.	NFLC monitoring and tracking forms distributed to NFLCs through SG M&E officers.	Distribute NFLC profile (center facilities) form.
	9. Hold familiarization or orientation meetings in each LGEA (or LGEA clusters) with NFLCs about responsibilities and activities.	Planned for Q2.	Hold familiarization or orientation meetings in each LGEA (or LGEA clusters) with NFLCs about responsibilities and activities.
	10. Collect and process NFLC profile forms in project database.	This is an ongoing activity.	10. Collect and process NFLC profile forms in project database.
<b>4. M&amp;E System development</b>			
Task 1: Staffing	1. Review staffing plan for additional needs (e.g. database assistant in Adamawa and Gombe).	Staff needs reviewed; Database specialists in Yobe and Bauchi, M&E specialist in Yobe required.	Ongoing.
	2. Recruit and hire as necessary.	Staff hired; database specialists in Yobe and Bauchi, M&E specialist in Yobe hired.	Ongoing.
Task 2: Review routine data tracking and reporting forms	1. Review data collection and tracking forms for routine data collection on project progress.	Data collection and tracking forms for routine data collection on project progress reviewed with stakeholders in a day meeting in the project states.	Completed.
	2. Review tracking forms with staff and HQ.	Tracking forms for NFLC activities to be used by SG M&E officers and staff reviewed in quarterly M&E review meeting.	Completed.
	3. Finalize tracking forms.	Tracking forms for NFLC activities to be used by SG M&E officers and staff finalized and printing arrangements concluded during quarterly M&E review meeting.	Completed.
	4. Review protocol and procedure manuals to guide use and handling of forms.	Protocols and procedure manuals for M&E tools reviewed during quarterly M&E review meeting.	Completed.
	5. Share reviewed manuals with staff and Sub Grantee M&E.	Protocols and procedure manuals for M&E tools shared with stakeholders and sub grantee M&E officers in a one-day training workshop in each state.	Completed.
Task 3: Management of Data Base	1. Develop SOW and recruit database developer as consultant (if Database Officer needs assistance)	Scope of work developed and consultant recruited.	Ongoing
	2. Review relational database (e.g. ACCESS, SPSS)	Planned for Q2.	Review relational database (e.g. ACCESS, SPSS).
	3. Train M&E staff on using database	Planned for Q2.	Train M&E staff on using database.
	4. Update database	Ongoing.	Ongoing.
	5. Review data base operations and data entry protocols and data processing timetable	Ongoing.	Ongoing.
	6. Review coding systems for all data collection/tracking instruments	Completed.	Completed.
	7. Update trainee registration system (use TRAINET, as required) and link to project database	Ongoing; Completed for Q1	Update trainee registration system (use TRAINET, as required) and link to project database
	8. Update Performance Reporting System (PRS)	Ongoing; Completed for Q1	Update Performance Reporting System (PRS)
Task 4: Review routine data collection procedure	1. Revise data form submission timelines and procedures	Data collection form submission timelines revised during M&E quarterly review meeting.	Completed.
	2. Obtain routine data reporting forms from staff	Routine data reporting forms collected for quarter 1 as scheduled.	Ongoing; Completed for Q1.
	3. Enter and clean routine data	Routine data entered.	Ongoing; Completed for Q1.
	4. Review and produce routine data reporting tables	Routine data table updated.	Ongoing; Completed for Q1.
	5. Establish and maintain data form inventory and storage	Data form storage system established in state offices.	Completed.

Task	PY2 Activities Oct 1, 2015 – Dec 31, 2015 Activities	Outputs Oct 1, 2015 – Dec 31, 2015 Activities	Planned Activities January 1, 2016 – March 31, 2016
	system		
Task 5: Staff Training	1. Develop staff training program, based on manuals, for routine data collection and use of tracking forms and IDP enrolment	Staff training manuals for routine data collection developed during M&E quarterly review meeting held in Gombe	Completed.
	2. Train project staff on data collection and data handling responsibilities, protocols and forms	Moved to Q2: Planned for technical summit	Train project staff on data collection and data handling responsibilities, protocols and forms.
Task 6: M&E Coordination with MDAs and other partners in each state	1. Training of partners and sub grantees on M&E system, tools and procedures	Moved to Q2: Planned for 18 to 21 January.	Training of partners and sub grantees on M&E system, tools and procedures.
	2. Share NFLC profile information with partners.	Planned for Q2.	Share NFLC profile information with partners.
	3. Conduct quarterly meeting with partners to discuss project implementation, performance and Partners support to project sites.	Planned for Q2.	Conduct quarterly meeting with partners to discuss project implementation, performance and partners' support to project sites.
<b>5. Routine Operations for Monitoring Progress, Activities and Outputs</b>			
Task 1: Conduct Routine (Monitoring) Data Collection	1. Produce routine monitoring forms and enrolment & service forms.	Monitoring and enrolment forms produced for use in the four project states.	Completed.
	2. Conduct quarterly monitoring visit to project NFLCs with partners.	Ongoing: Monitoring visits conducted to 4 quick win centers in Yobe state.	Conduct quarterly monitoring visit to project NFLCs with partners.
	3. Collect routine monitoring data per forms and procedure.	Ongoing: Monitoring data collected for Q1.	Collect routine monitoring data per forms and procedure.
	4. Review data quality control spot-check system and schedule.	Ongoing: Monitoring data for Q1 reviewed.	Review data quality control spot-check system and schedule.
	5. Conduct monthly quality control monitoring of NFLCs.	Planned for Q2.	Conduct monthly quality control monitoring of NFLCs.
Task 2: Routine Data Analysis, Progress Review and Reporting	1. Prepare quarterly performance indicator tracking tables per indicators.	Ongoing: Performance indicator tracking table (PITT) completed for Q1.	Prepare quarterly performance indicator tracking tables per indicators.
	2. Conduct quarterly in-house progress review.	Ongoing: In-house progress review conducted for Q1.	Conduct quarterly in-house progress review.
	3. Conduct monthly data quality check on sub grantees.	Ongoing: Data quality check conducted for Q1.	Conduct monthly data quality check on sub grantees.
	4. Conduct monthly review of sub grantee implementation status/progress.	SG implementation status reviewed.	Conduct monthly review of sub grantee implementation status/progress.
	5. Conduct quarterly M&E review meeting(s).	Ongoing: M&E quarterly review conducted for Q1.	Conduct quarterly M&E review meeting(s).
<b>6. Learners, LFs and NFLC Assessments</b>			
Task 1: Conduct baseline assessment (learners' test, questionnaire, LFs classroom observation, SEL and NFC performance instruments)	1. Source existing tests/instruments for adaptation in alignment with curriculum (including SEL) content.	Planned for Q2.	1. Source existing tests/instruments for adaptation in alignment with curriculum (including SEL) content.
	2. Review criteria for learners, facilitators, and NFLC performance with technical support of STTAs.	Planned for Q2.	2. Review criteria for learners, facilitators, and NFLC performance with technical support of STTAs.
	3. Translate instruments (where necessary) (for baseline assessment).	Planned for Q2.	3. Translate instruments (where necessary) (for baseline assessment).
	4. Conduct three-day instrument review, piloting and enumerators' training.	Planned for Q2.	4. Conduct three-day instrument review, piloting and enumerators' training.
	5. Revise and finalize instruments.	Planned for Q2.	5. Revise and finalize instruments.
	6. Develop data collection and quality control protocol (for baseline assessment).	Planned for Q2.	6. Develop data collection and quality control protocol (for baseline assessment).
	7. Conduct data collection and monitoring visits in each state.	Planned for Q2.	7. Conduct data collection and monitoring visits in each state.
	8. Recruit data entry clerks and enter data.	Planned for Q2.	8. Recruit data entry clerks and enter data.
	9. Conduct initial data analysis of learners'/LFs and NFLC (baseline) performance.	Planned for Q2.	9. Conduct initial data analysis of learners'/LFs and NFLC (baseline) performance.
	10. Prepare draft reports for each state.	Planned for Q2.	10. Prepare draft reports for each state.
	11. Share, discuss and obtain feedback on draft reports.	Planned for Q2.	11. Share, discuss and obtain feedback on draft reports.
	12. Finalize reports and project synthesis.	Planned for Q2.	12. Finalize reports and project synthesis.
	13. Present findings at annual M&E stakeholder meeting.	Planned for Q2.	13. Present findings at annual M&E stakeholder meeting.

## 10. ANNEX C: TRAINET REPORT

Training Description	Location	Male	Female	Total
Enumerators Training CECA Yobe	Bauchi	19	9	28
Enumerators Training RCECA Borno	Maiduguri	9	6	15
NGOs Orientation Training on Grant management for Bauchi sub grantees	Bauchi	13	9	22
NGOs Orientation Training on Grant management for Yobe sub grantees	Bauchi	19	7	26
NGOs Orientation Training on Grant management for Gombe sub grantees	Gombe	16	5	21
NGOs Orientation Training on Grant management for Adamawa sub grantees	Gombe	14	7	21
Sensitization workshop on SEL and wraparound services	Adamawa	36	13	49
CSOs' training on capacity building towards mobilization of funds/resources	Adamawa	22	3	25
Training SBMC of mainstream schools	Adamawa	135	9	144
Training on resource mobilization for Community coalition members in Yobe	Gombe	7	3	10
Orientation and Training for quick win Teachers in Yobe	Gombe	18	13	31

## 11. ANNEX D: TRAINING PLAN (PY2 Q2)

S/N	Topic	Location	Proposed date	Participants	Budget	Output
1.	SG M&E and Partners training on M&E tools and procedures	Adamawa, Bauchi, Gombe and Yobe	18 January	86	601,700	SG M&E and state Partners trained on M&E tools and procedures
2.	Baseline assessment on Learners Performance – Enumerators Training	Adamawa	27 January	62	4,423,100	Baseline Assessment enumerators trained
3.	Rolling assessment enumerators' training	Gombe	10 February	62	2,746,880	Rolling Assessment enumerators trained



S/N	Topic	Location	Proposed date	Participants	Budget	Output
1.	SG M&E and Partners training on M&E tools and procedures	Adamawa, Bauchi, Gombe and Yobe	18 January	86	601,700	SG M&E and state Partners training on M&E tools and procedures
2.	Baseline assessment on Learners Performance – Enumerators Training	Adamawa	27 January	62	4,423,100	Baseline Assessment Conducted
3.	Rolling assessment – Enumerators Training	Gombe	10 February	45	3,090,200	Rolling Assessment Conducted
1.	SG M&E and Partners training on M&E tools and procedures	Adamawa, Bauchi, Gombe and Yobe	18, 19, 21 and 27 January	86	601,700	SG M&E and state Partners training on M&E tools and procedures

## 12. ANNEX E: SUCCESS STORIES

### SUCCESS STORY

#### Back to school: “Quick-Win” Initiative Places 220 pupils in Formal Educational Centers in Yobe State



Some of the children enrolled in a ‘quick win’ education center in Yobe state



Learners at the model primary school in Damaturu, reading the alphabets

Photo Credit: Malama Rukaiya Isa and Aidami

The insurgency in Yobe, Borno and Adamawa states caused a great distress among its inhabitants. It affected the well-being of the communities which forced parents and children to leave their homes and seek shelter among the neighboring states of Bauchi and Gombe. The situation greatly affected educational grounds such as public schools, while also increasing the number of drop-out pupils and youth in Yobe. A few surviving schools were turned into temporary overpopulated homes, creating social and educational distress. Regardless of the increasing poverty levels and an educational system that remained in poor conditions, parents never gave up hope for their children’s educational future.

A stream of optimism flooded over Yobe state in September 2015, when the Education Crisis Response (ECR), a United States Agency for International Development (USAID) funded project received approval to expand project interventions to the state. Launched in 2014, Education Crisis Response has expanded access to quality, protective, and relevant non-formal education (NFE) and alternative education (AE) opportunities for internally displaced out-of-school children ages 6-17, in Adamawa, Bauchi and Gombe states. The recent approval from USAID for ‘quick-win’ activities in Yobe state facilitated the prompt scale-up of ECR’s approaches.

Partnering with the Yobe state government, the Education Crisis Response project initiated meetings and consulted with other affected communities in October 2015, under a conflict assessment that covered Bade, Damaturu, Fika, Nguru and Potiskum local government areas (LGAs). These meetings revealed heart-breaking truths. Children between the ages of 6 and 13 years old as well as other youth members (boys and girls between the ages of 14 and 17) were forced to hawk wares on the streets, wash clothes for households, and pack sand for block manufacturers in order to help their families. The same children were



Female parents of Kukareta IDP camp, Damaturu during a rapid appraisal session



Project provided textbooks to support IDP children education



Leaners and a Facilitator at the Model primary school in Damaturu during Wrap Around activities

Photo Credit: Hauwa Gwary

malnourished, and lacked basic clothes and footwear. Furthermore, a fear of insecurity naturally made parents concerned about sending their children kilometers away to public schools.

To quickly address the situation, “Quick Win” educational centers were established through a phased approach, first in Damaturu and Potiskum LGAs. This long awaited project managed to enroll over 200 displaced children, of which 94 were boys and 115 were girls. 38 teachers were recruited and professionally trained to help with the educational transition of these children. Through the Federation of Muslim Women Association in Nigeria (FOMWAN), a faith-based organization in Nigeria and Civil Society Action Coalition on Education for All (CSACEFA), Education Crisis Response provided the necessary teaching and learning materials which were estimated at a value of ₦1.4m (\$7000), with each child receiving an estimated support of ₦7,000 (\$350) that included textbooks, exercise books, rulers, schools bags, pencils, uniforms and footwear.

The Action against Hunger (ACF), a local government education authority, along with community coalitions (CCs) and the primary health care department agency (PHCDA) in Yobe State, managed to unite their forces to help support this cause by donating textbooks, health-related and hygiene products. Nutrition was a core factor in the overall improvement of these children. As such, the Education Crisis Response provided the children with regular meals and worked with the PHCDA to provide them with deworming tablets.

After three months of the intervention, assessments and reviews were made by stakeholders including parents and CCs, in order to grasp the overall improvement made. The results were impressive, as over 200 pupils attended classes 80 percent of the time. An additional 20 pupils, representing an enrollment increase of 10 percent, joined their peers at the educational centers.

The children’s social skills were also enhanced, as they learned to respect each other and to live in harmony with each other. In addition to learning to read or count, the pupils were also engaged in recreation activities like singing, games and story-telling. Social skills were a must



Leaners at the Model primary school in Damaturu during Wrap Around activities

among these children, who until now, lived to deal with traumatic experiences.

The parents were filled with joy and a sense of accomplishment and were extremely grateful. The Emir of Damaturu (head of the Yobe State Emirate Council) declared, “It is our pride to be associated with the USAID-Education Crisis Response that exhibits sympathy for our IDP children. Thanks for coming to our aid and that of our children. We are in dire need of this support to reduce the rate of illiteracy in our midst, for a better tomorrow. We are ready to provide you with more support to accomplish your task successfully. Our doors are always open for you...”

The educational initiatives will not stop here—the USAID Education Crisis Response is looking forward to apply these positive and constructive activities further by enrolling 5,000 children including youths and adolescent girls in the five focal LGAs of Yobe State.

- 13. ANNEX F: PRESS RELEASES**
- 14. ANNEX G: PROGRAM ACTIVITIES**
- 15. ANNEX H: OPERATIONS AND MANAGEMENT ACTIVITIES**



## 16. Instructional and Relief Materials Leveraged for Mainstreamed Learners in Gombe

**Table of Relief materials donations by FOMWAN**

S/N	ITEMS	# of PACKETS
1.	Pencil eraser	11
2.	Pencil best link	24
3.	Pencil great wall sharpener	6
4.	Best foot ruler	228
5.	Guhwa pencil	10
6.	2B pencil	4
7.	Guhwa 2b	4
8.	Cristal Biros	5
9.	Lucky biros	1
10.	Chukson biro	1
11.	Silver stripes biro	1 pack
12.	ABC eraser	12
13.	Guhwa pencil (HB)	24
14.	40 leaves exercise book	123
15.	20 leaves exercise book	43
16.	20 leaves express exercise book	31
17.	Drawing book	7
18.	Socks	8 pairs
19.	Parle-g biscuit	1
20.	Indomie noodles	1
<b>Clothes for women</b>		
21.	Female dresses	23
22.	Skirt	1
23.	Breast wear	3
24.	Pair of female slippers shoe	1
25.	Female gown	1
26.	A head tie	3
27.	Female himar	11
28.	Girls wear	22
29.	Women bags	3
30.	Women pause	1
31.	Rubber bowl	1
32.	Plate for eating	1
<b>Clothes for men and boys</b>		
33.	Men's wear (jumper)	1
34.	Men's dress	4
35.	Jeans trouser for men	1

**Materials from Alheri Model School**

S/N	ITEMS	QUANTITY	RATE	AMOUNT
1	Pencils	288	10	2,880
2	Lucky classic ball pen	102	102	1,040
3	Expression 2A 20 leaves	396	20	7,920
4	Expression 40 leaves	576	50	28,800
<b>GRAND TOTAL (₦)</b>				40,640.00
<b>GRAND TOTAL (\$)</b>				204.00

**Material supports from AGLOW**

S/N	ITEMS	QUANTITY (PACKETS/BUNDLES)	RATE	AMOUNT (₦)
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1	Erasers	2 (200 pieces)	500	1,000
2	Pencils	36 (288 pieces)	80	2,880
3	Biro	2 (100 pieces)	1000	2,000
4	Exercise books	64 (768)	360	23,040
<b>GRAND TOTAL (₦)</b>				28,920.00
<b>GRAND TOTAL (\$)</b>				145.33

### Supports received by the USAID Education Crisis Response from stakeholders in Gombe State

Organization	Items received	Date	₦	\$	Rate
The Dukku Community Coalitions (CCs) in Gombe	Mobilized funds to procure additional raw materials used at the skills acquisition trainings for 55 youths in the communities- recipes for cakes was N10, 000 (\$20) while the tailoring materials was N3000 (\$15).	October, 2015	13,000.00	65	200
UNDP in Gombe	Supported 355 IDP parents and caregivers with farming equipment and improved seedlings with a view to becoming economically viable to support their children's education.	October, 2015	40,000,000	200,000	200
Aglow Women Ministry International Gombe state, a faith-based Organization,	Donated scholastics materials worth ₦28, 920 (\$145) to support the IDPs children enrolled in the project's centers in the state. Materials donated included: 2 packets of eraser (200 pieces) at ₦1000; 36 packet of pencils (288 pieces) at ₦2,880; 2 packets of Biro 100 (pieces) at ₦2,000; and 64 bundles of exercise books (768 pieces) at ₦23, 040	November, 2015	28,920.00	145	200
Federation of Muslim Women Association in Nigeria (FOMWAN), Gombe state chapter	Donated scholastic and relief materials valued at ₦328, 070 (approximately \$1,600)	November, 2015	328,070.00	1,640	200
Management of Alheri model school in Gombe state	Donated scholastic and relief materials valued at ₦34, 880 (\$174) respectively to support the education of IDPs children and living condition of their parents.	November, 2015	34,880.00	174	200
<b>Grand Total =</b>			<b>40,404,870</b>	<b>202.025</b>	

### Resource Leveraged from Gombe State Universal Basic Education Board (SUBEB)

Gombe State Universal Basic Education Board (SUBEB) supported IDP children (learners) enrolled in six project's NFLCs across 6 communities of Gombe LGA with learning material, teaching aids and story books to boost reading ability of learners as indicated in the table below:

S/N	Item	Quantity
1.	Cartons of Chalk	50
2.	Teachers lesson note books	200 pieces
3.	Big ruler	100 pieces
4.	Whit board marker	100 pieces
5.	School attendance register	120 pieces
6.	Blue biro	50 pieces
7.	Red biro	50 Pieces
8.	Pencils	60 pieces
9.	Weekly school diary	100 pieces

10.	English textbooks for JSS 1	100 copies
11.	Mathematics book 2	50 copies
12.	Mathematics book 6	38 copies
13.	Social Studies for primary 1	1000 copies
14.	Social Studies book 1	140 copies
15.	Social Studies book 2	200 copies
16.	Social Studies book 3	127 copies
17.	Social Studies book 4	100 copies
18.	Social Studies book 5	100 copies
19.	Social Studies book 6	135 copies
20.	Curriculum for pre-vocational studies	14 copies
21.	Formal school curriculum – English studies	10 copies
22.	Formal school curriculum – Mathematics	9 copies
23.	Formal school curriculum – Arabic studies	12 copies
24.	Formal school curriculum – French studies	24 copies
25.	Formal school curriculum Nigerian languages – Yoruba studies	6 copies

**Story books include:**

S/N	Item	Quantity
1.	The lovely Elephant	24 copies
2.	Bill Gate	1 copy
3.	Galilio	1 copy
4.	Mother Teresa	8 copies
5.	Animal Encyclopaedia - Reptiles	2 copies
6.	Animal Encyclopaedia - Sharks	1 copy
7.	Animal Encyclopaedia – Whales and Dolphins	3 copies
8.	Let's go green- Organic	10 copies
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